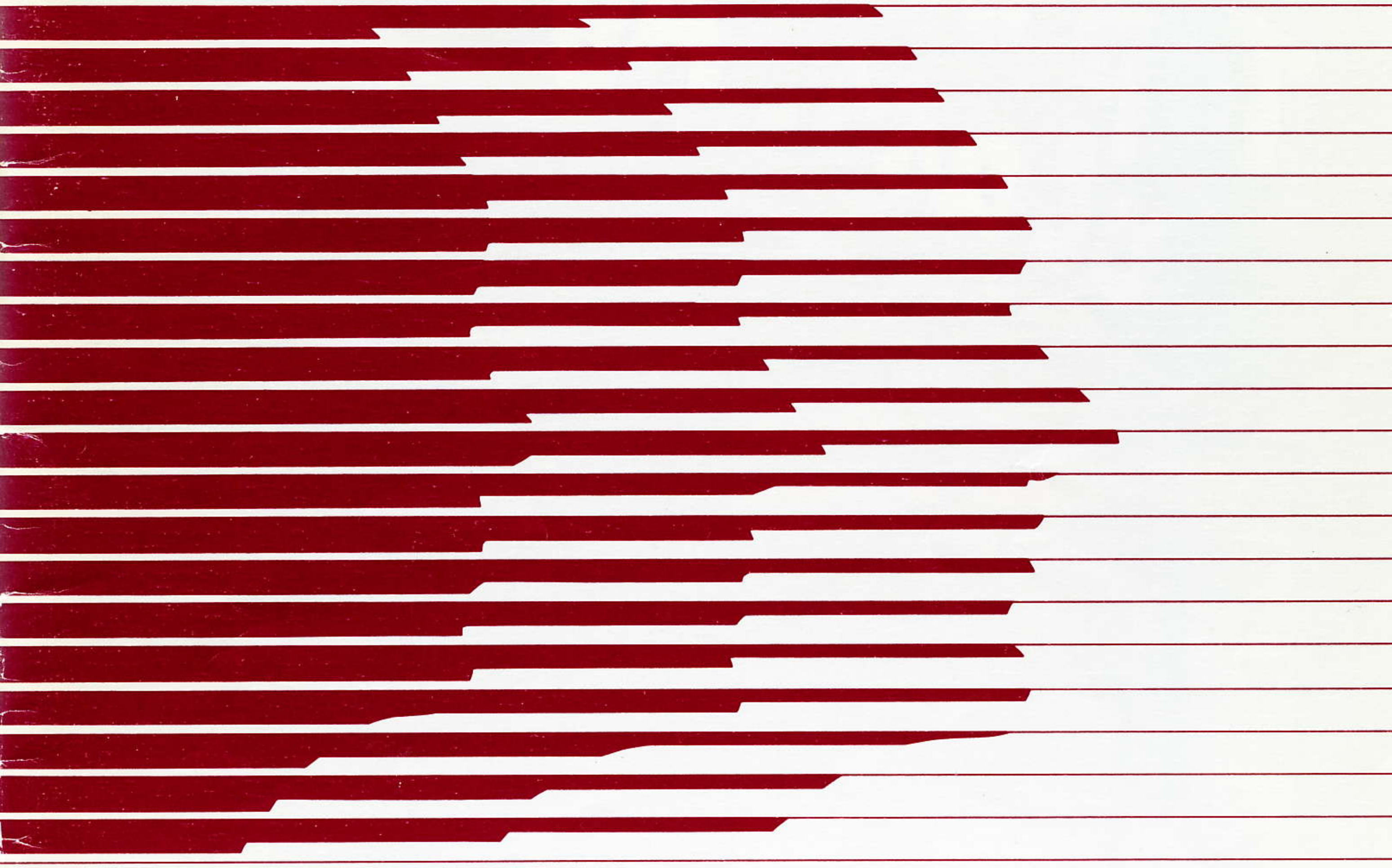
Canadian
Home Economics
Journal

Spring 1985 Volume 35, No. 2

Revue
Canadienne
d'Economie Familiale

Printemps 1985 Volume 35, No. 2



Transforming Relationships

Transformation des Rapports

SINGER

Top of its class. Again!

This convertible-bed, zig-zag, stretch-stitch sewing machine Model 935, can help dress any student body.

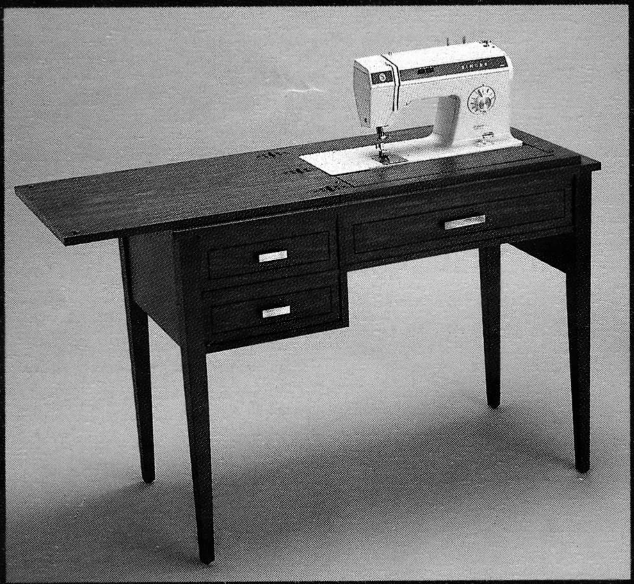
With its 25 outstanding features and functions, Model 935 is the ideal instructional machine for Home Economics teachers and students alike.

Together with the Academy cabinet, especially designed to accommodate Model 935, this Singer set scores high marks in classes across Canada.*

This machine meets all school use requirements including:

- *Grounded Electrics*
- *Metal Bobbins*
- *Metal Spool Pins*
- *Drop-in Front Bobbin*
- *Slant Needle*
- *Two-Step Built-in Buttonholer*
- *Flip & Sew*Panel*
- *Swing-away Finger Guard*
- *4 Built-in Flexi-Stitch*Patterns*

For more information, about this and other Singer machines, please contact your local Singer dealer, or write or phone Singer Company of Canada Ltd. at 200 St-Louis, St-Jean-sur-Richelieu (Quebec) J3B 1Y1. Tel.: (514) 861-3194



*A registered trademark of the Singer Company
Authorized user: Singer Company of Canada Ltd.

SINGER

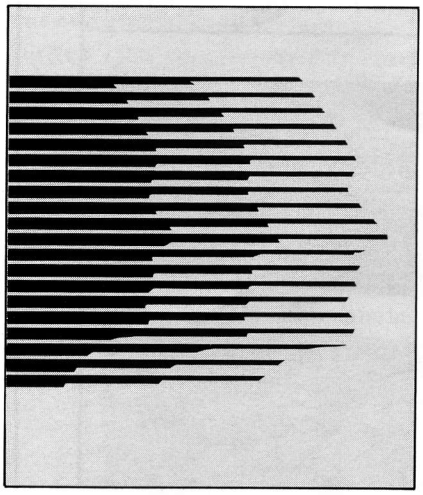
Over 300 locations across Canada to serve you.

Canadian
Home Economics
Journal

Revue
Canadienne
d'Economie Familiale

Spring 1985

Volume 35 No. 2



The cover, designed by Tim Kroeker, depicts profiles symbolizing relationships — relationships of the young, middle-aged, and elderly; relationships of a man, woman, and child representing a family unit; relationships of a variety of ethnic groups. The design creates visual movement portraying transforming relationships. (Designed a part of a graphic arts project at Red River Community College, Winnipeg under the direction of instructor, Dennis Pankiw.)

Printed by: M.O.M. Printing Ltd., Ottawa
Proofreader: Donna Ryland, BHEc

ARTICLES
LES ARTICLES

FOCUS ON: TRANSFORMING RELATIONSHIPS
MISE AU POINT: TRANSFORMATION DES RAPPORTS

Transforming Relationships: Implications for Family Studies Teachers, *P. Karal* 66
Transforming Actor: The Role of the Home Economist, *E.L. Vaines* 69
Helping Obese Youth, *M.D. LeBow* 72
Effective Communication: Reaching Women in the Third World, *W.J. Fewster and C.M. Kuhonta* 76

Home Economics Education in the Secondary Schools: Status Report, *L.B. Peterat* 80
L'utilisation de cartes de debit dans les épiceries, *G. Hewston* 84
Errata, Transforming Social Institutions, *T. Sale* 102

RESEARCH SECTION
SECTION DES RECHERCHES

Family Compromise, Members' Definitions and Crisis-Related Behavior, *J. Montgomery* 89
Textile Crafts of French Acadians of Louisiana, *B. Shea, E.L. Finley, and E. Kelley* 94

DEPARTMENTS
LES RUBRIQUES

From the Editors 63
Reader Forum 63
Advertising Rate Card #15 87
1984-85 Enrolment Data 88
Book Reviews 101
Abstracts of Current Literature, *University of Guelph* 103
New Developments 105
What Do You Say When?, *S.D. Collins* 109
On the Job: Profile of a Home Economist, *E. Hullah* 110
Graduate Study in Home Economics Education, University of New Brunswick, *E.E. Wein* 111
Graduate Study in Human Nutrition, Dietetics, Food and Consumer Sciences, Macdonald College, *M.G. Alton Mackey* 112
Graduate Research in Canadian Universities, Addendum 112
Index of Advertisers 124

CHEA AFFAIRS
LES AFFAIRES DE L'ACEF

President's Message/Le Message de la présidente, *E. Dowdeswell* 113
CHEA Conference '85 Advertisement 114
Themes for 1986/Les thèmes pour 1986 115
CHEA Education Position Paper 116
Exposé de position de l'ACEF 120
Professional Services Directory 124

ISSN 0008-3763

Second Class Mail
Registration Pending

Published quarterly/Publication trimestrielle

Canadian Home Economics Association
805-151 Slater Street, Ottawa, K1P 5H3, Canada
Tel: (613) 238-8817/238-8819

Executive Director: Diana M. Smith, BSc (HEc), CAE

PFAFF

SINCE 1862
OVER 30 YEARS IN CANADA

Launches
THE SENSATIONAL NEW
MICRO–COMPUTERIZED SEWING MACHINE
The Creative 1469
Made in West Germany

CREATIVITY WITHOUT LIMITS!

It's unique and easy to operate

No other home sewing machine does as much

If you can push a button, you can program it

More functional stitches for utility sewing

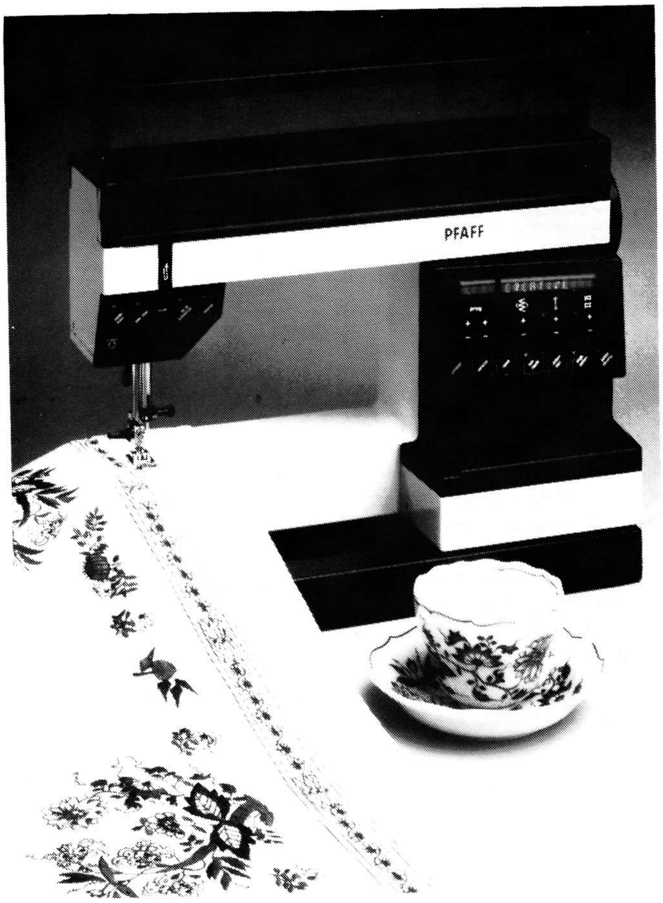
Creative stitchery

SPECIAL FEATURES:

* Slow speed with full needle power
* **PFAFF** jam proof all steel rotary hook
* Sewing data selector—guides you every step of the way
* Reverse stitching
* High rise foot
* Electronic bobbin monitor
* Monogramming & writing—script or block letters and numerals
* Automatic buttonholes in 2 shapes—regular and keyhole
* Needle position control—in or out of the material
* Automatic programs for bartack and darning

EASY PROGRAMMING:
YOU CAN SELECT:

* 99 stitch patterns
* 72 letters and numerals
* Plus you can create your own stitches
* Memory will hold 48 letters or 16 stitch programs or combinations
* Cross Stitch—It defies comparison with hand embroidery



Weight only 21 lbs. (9.5 Kgs.)

PFAFF OFFERS A COMPLETE LINE OF MACHINES AND CABINETS FOR SCHOOL USE
SPECIAL ATTRACTIVE PRICES TO HOME ECONOMISTS/FAMILY STUDIES TEACHERS
For further information contact: **PFAFF CANADA INC.**

TORONTO
4630 DUFFERIN STREET, UNIT 22A
DOWNSVIEW, ONTARIO M3H 5S4
TELEPHONE: (416) 661-1904
TELEX: 06-23866

MONTREAL
450 SAUVÉ STREET WEST
MONTERAL, P.Q. H3L 1Z9
TELEPHONE: (514) 389-7836
TELEX: 05-827504

WESTERN CANADA
2312 MATHERS AVENUE
WEST VANCOUVER, B.C.
V7V 2H6
(604) 922-1571

Europe's largest sewing machine manufacturer

from the Editors

The year 1985 has been designated by the United Nations General Assembly as International Youth Year with themes: participation, development, and peace. The focus is on young people — making decisions affecting their lives; growing individually through social, economic, and political change; and building mutual respect and understanding.

Youth, according to the United Nations definition, are persons 15 to 24 years of age. For the home economics profession, this is a segment of the population of vital concern — the target group for many of our programs. It includes those studying to be home economists and those in the initial stages of a professional career. It is the group from which the profession must draw leadership and the group which will inherit the mantle that today's leaders are preparing.

In this manner, what we do today to strengthen the profession becomes youth's key to the future. International Youth year offers a practical opportunity for all of us, irrespective of age, to consider how we can better respond to the needs and aspirations of our young people.

In the issues of the *Journal* for 1985, in recognition of this special year, the editors have made a point of obtaining articles that deal with the young. This issue includes a survey of home economics education in the secondary schools; Pearl Karal's article delves into some of the effects of modern society on the relationships of youth; and Michael LeBow gives insights into dealing with a persistent problem of some youth — obesity. Even in those articles not geared towards the young, one will find professional implications for work with the young.

The theme sections for the *Journal* for 1986, outlined on page 00, indicate a concentration on new perspectives and new definitions. Take advantage of this opportunity to submit a manuscript.

A different method for evaluating the *Journal*, a rating form, was enclosed in our last issue. To ensure that the editors know your thoughts, please complete and return the form. Evaluation is crucial to our growth and development.

This is your journal; be part of it. ☐

Margaret Morton
Barbara Baczynsky
Joyce MacMartin

NEXT ISSUE:

Transforming Environments

Reader Forum

Letters and brief comments from our readers

The Canadian Home Economics Journal encourages comment, up to 300 words, on recent content in our pages or on matters of general interest to the home economics profession. Letters are subject to editing.

A Role for Home Economists

Mr. Hancock's article in the last issue of *CHEJ* (Winter 1985, *35*(1), 11-13, 16) presented an interesting forecast of how our health care system is changing. I was quite disappointed though, that he did not specify what role home economists would have in this new system.

Personally, I think home economists are well qualified to be the "helpers, guides, educators, and community workers" that will be needed in the future. We are the enablers and reconstructionists helping families take control of their lives within the emerging microtechnical society.

There is a message for the universities in his advice that we will need "more generalists than specialists, although with perhaps a specialist orientation." Future home economists must not lose the general background that has until recently, been an integral part of their education.

I agree also with Mr. Hancock's view that a prudent diet can help reduce the risk of heart disease and cancer, and firmly believe we need more health educators to encourage better diets and lifestyles. However, I take great exception to his blaming agricultural policy for the problems in the Canadian diet. Even a major change in the diet, would have a limited effect on the choice of whether cereal or legumes were grown here. For example, if each Canadian increased their intake of lentil soup or stew by ten bowls per year, then 50,000 acres of lentils would need to be grown. However, this major change in diet would have a negligible impact in decreasing the 40 million acres of wheat and barley grown in Western Canada alone.

Farmers in this country produce grain for the world market, competing with farmers who are heavily subsidized by their own governments. Since neither the Canadian government nor the consumers are willing to subsidize our grain farmers, they must continue to use all the technology, fertilizers, herbicides and pesticides available to increase production and stay viable in the market place.

In conclusion, Mr. Hancock's comments on the health care system are useful for home economists to evaluate the role they are playing in this change. However, his interpretation of agricultural economics is somewhat unrealistic.

Lynda Clark Lowry
Nutrition Consultant
Neepawa, Manitoba

CHEJ EDITORIAL OFFICE

60-One Snow Street
Winnipeg, MB, R3T 2M4 Canada

Editor/Rédactrice en chef

Margaret Morton, PhD
Professor, Clothing and Textiles
University of Manitoba
Tel: (204) 474-9913/261-1991

Associate Editors/
Rédactrices associées

Barbara Baczynsky, BHEc
Free Lance Home Economist

Joyce MacMartin, MEd
Consultant, Home Economics
Manitoba Department
of Education

Contributing Editor/
Rédactrice en collaboration

Dawn Wilkinson, MSc
Director of Communications
Manitoba Department
of Housing

Book Review Editor/
Rédactrice des comptes rendus

Elizabeth Barker, MSc
Nutritionist, St. Amant Centre

Co-editors French contributions/
Co-rédactrices des manuscrits français

Marie Barrette, M.nut.
2110 rue de l'Église
St. Laurent, PQ H4M 1G4
Tél: (514) 744-4161

Henriette Rochette-Le Hir, MEd

Research Editor/
Rédactrice des recherches

Dianne Kieren, PhD
Faculty of Home Economics
University of Alberta
801 General Services
Edmonton, AB T6G 2M8
Tel: (403) 432-5770/434-0081

Advisors/Consultantes

Margaret Arcus, PhD
Barbara Floyd, BA
Betty Mullen, BSc (HEc), RD
Susan Turnbull, MSc

Business Manager/
Administratrice

Carol Sherman, BHEc
CHEA National Office

Advertising Representatives/
Représentants de publicité

The Rep. House Ltd.
Unit #10
1 Bell Drive
Aurora, ON L4G 2T2
Tel: (416) 727-0265

The Association: The Canadian Home Economics Association is the national professional organization for those educated and/or working in the field of consumer and family studies, foods and nutrition, home economics, and human ecology. The overall aim of the association is to promote the well-being of individuals and families and to serve home and community life in Canada.

Subscriptions, membership fees and change of address should be mailed to the CHEA National Office, 805-151 Slater St., Ottawa K1P 5H3, Canada.

Subscriptions are available to libraries, institutions and individuals not eligible for membership in the Association at the rate of $21.00 per year ($25.00 USA or Foreign) or $6.50 per single copy.

Classified Ads should be sent directly to the Business Manager. The rate is 95 cents per word or figure ($30 minimum). Rates for classified display ads are available on request.

Contents are indexed in the *Canadian Periodical Index* and selectively indexed in *Public Affairs Information Service (PAIS), Canadian Education Index, Nutrition Abstracts and Reviews, Inventory of Marriage* and *Family Literature* and *Bibliographic Index of Health Education Periodicals*. Microfilm and Xerographic copies are available from Micromedia Limited, 144 Front Street West, Toronto, Canada M5J 2L7 and University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106.

Contributors will find *Journal* themes and submission deadline dates in the Spring 1985 issue, page 115 and the Guide for Authors in the Winter 1985 issue, pages 56-57.

Responsibility: The materials herein printed including advertising copy are the expression of the writers and not necessarily a statement of policy of the Canadian Home Economics Association.

©Copyright, Canadian Home Economics Association, 1985. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form by any means without prior written permission.

L'Association d'économie familiale est l'organisme professionnel national regroupant les personnes qui travaillent ou sont diplômées en études de la famille ou du consommateur, en alimentation, nutrition, économie familiale et écologie humaine. Elle a pour objet de promouvoir le bien-être des individus et des familles, d'être au service des foyers et des collectivités au Canada.

Le règlement des abonnements et des cotisations et les changements d'adresse doivent être envoyés au Bureau national de l'ACEF, 805-151, rue Slater, Ottawa K1P 5H3, Canada.

L'abonnement est ouvert à tous: bibliothèques, organismes ou particuliers qui ne peuvent devenir membres de l'Association. L'abonnement annuel est de 21 $ (25 $, États-Unis et autres pays étrangers). Prix de l'exemplaire: 6,50 $.

Le matériel publicitaire doit être envoyé directement à l'administratrice. Tarif des petites annonces: 95 cents le mot ou le chiffre (minimum de 30 $); annonces en vedette: tarif sur demande.

Nos articles sont répertoriés dans l'*Index des périodiques canadiens*, et sélectivement, dans *Public Affairs Information Service* (PAIS), le *Répertoire canadien sur l'éducation, Nutrition Abstracts and Reviews, Inventory of Marriage and Family Literature, Bibliographic Index of Health Education Periodicals*. Pour en obtenir des copies dactylographiées ou sur microfilm, s'adresser à Micromedia Limited, 144, rue Front Ouest, Toronto, Canada M5J 2L7, ou à University Microfilms International, 300 N. Zeeb Road, Ann Arbour, Mi 48106.

Pour collaborer à la *Revue*, consulter les thèmes et le calendrier dans le numéro de printemps 1985, page 115, ainsi que le Guide des auteurs dans le numéro d'hiver 1985, pages 56-57.

Responsabilité: Les articles de la *Revue* et le matériel publicitaire ne reflètent pas nécessairement les vues de l'Association canadienne d'économie familiale.

©Copyright, Association canadienne d'économie familiale, 1985. Il est interdit de reproduire, sous quelque forme que ce soit, le contenu de la Revue sans autorisation écrite préalable.

CHEA
BOARD OF DIRECTORS
1984-85

Past President
Margaret Wallace

EXECUTIVE

President
Elizabeth Dowdeswell

President-elect
Jane McKay-Nesbitt

Secretary
Linda Reasbeck

Treasurer
Cathy Enright

Vice-President — Regional Directors
Ann Lowe

Vice-President — Professional Practice
Jean McHarg

Vice-President — Public Affairs
Ruth Dyker

Vice-President — Professional Development
Margaret Bateman Ellison

CHE Journal Editor (ex officio)
Margaret I. Morton

REGIONAL DIRECTORS

British Columbia
Leslie Parie

Alberta
Deborah J. Mayberry
Roseanne Tarnowski

Saskatchewan
Sharon Feschuk

Manitoba
Kathy Baranovsky
Linda Schroeder

Ontario
Elizabeth M. Wilson
Deborah J. Campbell
Marilyn Minnes

Quebec
Marie Barrette-Orfaly
Elizabeth Jennaway-Eaman

New Brunswick
Marcelle Mersereau

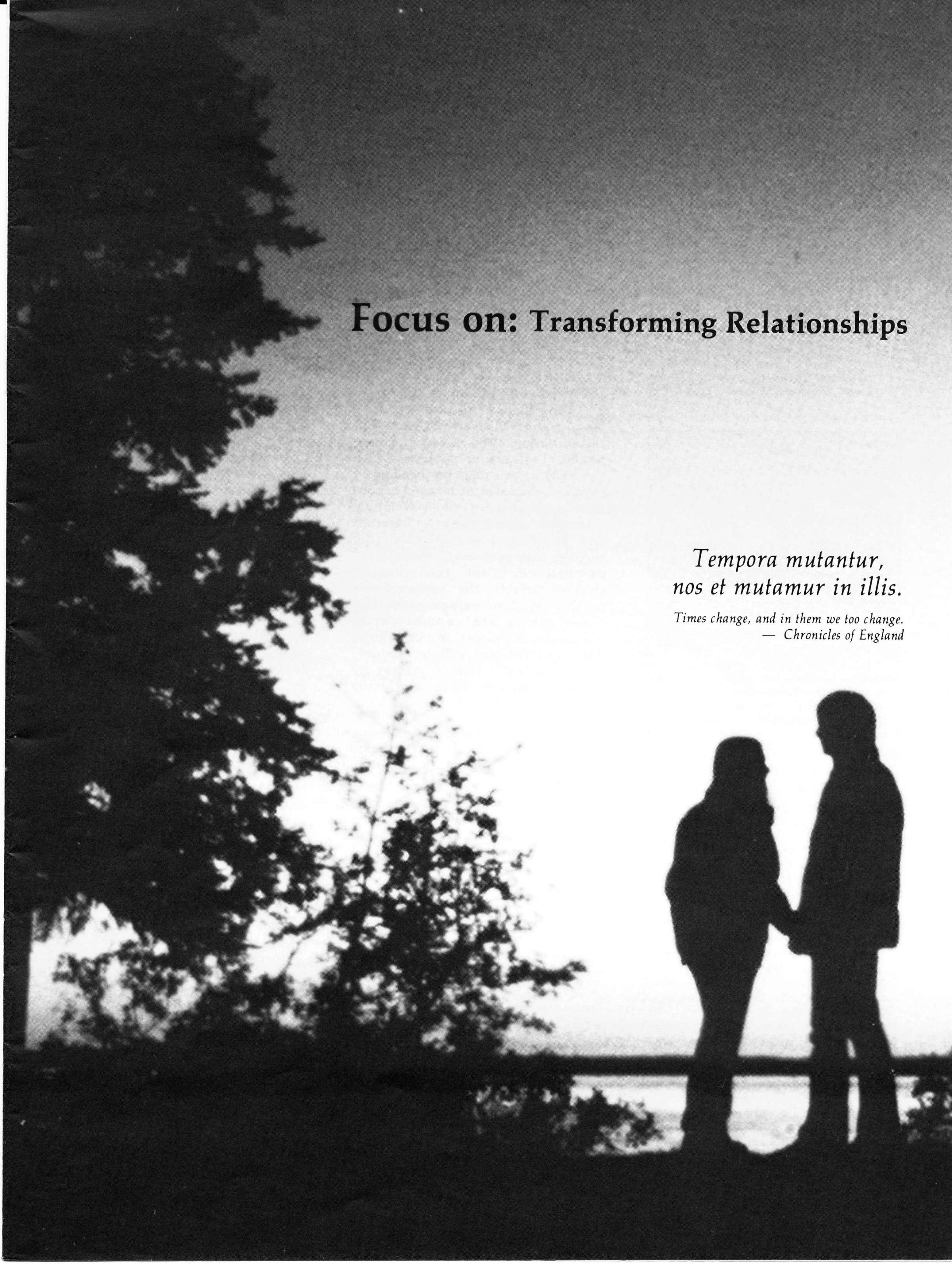
Nova Scotia
Isabel G. Chipman

Prince Edward Island
Gloria Wood

Newfoundland and Labrador
Kathy Boles

Yukon and Northwest Territories
Jo-Ann Gates

Members of the Board may be contacted by writing to them c/o CHEA National Office or refer to the CHEA membership directory for specific addresses.



Focus on: Transforming Relationships

Tempora mutantur,
nos et mutamur in illis.

Times change, and in them we too change.
— Chronicles of England

Transforming Relationships

implications for family studies teachers

Pearl Karal

Abstract

Changes in technology and in social trends are affecting the personalities, outlook and values of young people. Examples are given to indicate the processes by which current technology has complicated the determination of who one is, biologically, familially, occupationally, and socially. The article describes the psychodynamics by which children learn to fear and distrust long-term commitments to both adults and their own offspring. The implications of these changes on choices made by future students and teachers of family studies courses are presented. The effects of such changes on the congruity of teacher-student values, and on the design of family studies courses are discussed.

Résumé

Les changements dans la technologie et dans les tendances sociaux influencent les personnalités, les perspectives, et les valeurs des jeunes. On présente des exemples pour indiquer les procédés par lesquels la technologie courante a compliqué la détermination de l'identité d'après des considérations biologiques, familiales, professionnelles, et sociales. L'article décrit les dynamiques psychiques par lesquelles les enfants apprennent à craindre et à se méfier des engagements à long terme avec les adultes, et même avec leurs propres enfants. On présente les conséquences de ces changements sur les choix faits par les futurs étudiants et enseignants des cours sur les études de la famille. Les effets de tels changements sur la conformité des valeurs des enseignants et des étudiants, et sur la planification des cours d'étude sur la famille sont discutés.

Changing technology is producing changes in social trends — trends which affect the personalities, outlook, and values of young people. Teachers of subjects which generally come under the heading of family studies are encouraged to consider such changes when weighing their approaches to the pre-adolescent and adolescent students coming through their programs. The impact of curent social and technological changes affects the congruity of teacher-student values, especially those which are considered by teachers to be implicit in our culture. Also, the changes will increasingly affect the self-selection process by which students decide to take family studies courses.

Impact on Psychological Development

Those changes have a direct impact on several psychological aspects of the student's development, namely: the individual's identity, the nature of the parent-child bond, feelings of belonging in a community, and attitudes toward long-term personal commitment.

Pearl Karal is a consulting psychologist who has a private practice in children and families. She teaches courses on Family Dynamics at the Institute of Child Study to students of Assessment and Counselling. She has a long-standing interest in and involvement with parenting education, and has been writing supportive material for TV Ontario's series, *Parents Academy,* since 1980.

Personal identity. Consider the complications for a child in forming a personal identity when that child has multiple "parents." For example, with a parent's serial monogamy, a child can have a series of parent figures. The high divorce and remarriage rates mean that a child can have four adults in the parental roles at one time. When children are asked to identify themselves, they will, after specifying their legal name, give an identity in relation to parents and siblings, and often to other relatives. Family members act as markers to developing children, telling them who they are in relation to such others. The more complicated his family structure is, the more complicated the process of identifying himself becomes for him.

We are familiar with the increasing publicity given to issues relating to the desire of adopted children to be informed about their natural parents, and even to meet and form relationships with them. Adult adoptees refer to their needs to discover their roots, but the need also involves personal identity.

Recent technological innovations are increasing this complexity. For example, artificial insemination by an unknown donor results in a child who knows the identity of the mother, but neither child nor mother know the identity of the father. All the new techniques for producing children could create not only ethical problems, but also identity confusions. A recent review of the year in science, Discover (1985) summarizes these new techniques. One of the most contentious is the role of the surrogate mother, who provides incubation and antibodies. Who are the significant markers for that child? In order to define themselves, the children produced by some of the recent techniques will require one course in human genetics and one on the current laws regarding genetics, to locate themselves on a multiple-trunk family tree.

Parent-child bond. Technological and social changes are also affecting the nature of the bond between parent and child. The tightest bond is forged when the care giving comes largely from one parent, since the child is then most dependent on that parent. There is an urgent quality to the relationship for both, since they share many memories of day-to-day life. The child makes a strong investment in the adult, and anticipates no withdrawal.

Children who have experienced several major breaks in continuity of the care-giving adult may defend themselves against strong investment of self in others in the future. They care less, they expect less, they become shallower, even casual in their responses and needs. Their credo seems to become: don't expect too much and you won't be disappointed. For example, if a parent has one or more friends who "spend the night," as the popular magazines describe it, it is clear to the child that the friend is there for the parent, and not for the child. The friend may be seen as a rival for parent's limited time and attention — regarded perhaps as another example of how easily partners can be set aside and replaced in a relationship. The bond between parent and child in this kind of situation can take several forms. The second adult can be accepted by the child as peripheral to the parent-child coalition. Any deepening of the relationship between parent and lover can become a threat to that coalition. Such a situation requires the child to be on constant guard against a threat to their emotional lifeline. It also puts that child into a quasi-adult role, guarding the parent against getting hurt.

Sometimes the parent-child roles become reversed. The child, especially as adolescence is approached, becomes the confidant and comforter of the parent through the latter's liaisons and emotional upheavals. Many children seem to cope quite well with the demands of such role reversals, but they pay a price in emotional terms for subverting their own strong needs for dependence on adults. They often become anxious givers of support to others, but are unable to accept a mature, interdependent relationship as adults. They fear that commitment will become entrapment. As more and more single parents participate in serial relationships, more and more children will become bland and defensive adults, unable and unwilling to invest themselves in deep or long-term relationships, either with adults or with children.

The number of people of childbearing age who do not desire to have children is steadily increasing. The assumption that every human wants or expects to have children no longer holds, nor is the conviction so universally held that people who do not want children are necessarily selfish or emotionally disturbed. Family studies teachers are hearing such views in class discussions. This is one example of the kind of incongruity between teacher and student values that can exist.

Community relationships. Another effect of changing technology can be seen in young people's openness to social contact, and in their feeling about community. Picture, if you will, a bus whose route takes it past a high school. Some of the students on the bus are staring fixedly into space; some are smiling to themselves; and others aer swaying to differing rhythms. All these students are wearing headphones of portable radios and/or tape decks. Each seems to be tuned into a private world, enveloped in a private web of sound. They are kept separated from each other by their electronic companion, not by conventions about manners, nor even by shyness. The wearer of the Walkman® seems to walk alone.

The more complex the family structure, the more complicated is the process of developing an identity for the child.

Yet those young people do not necessarily feel isolated. They are listening to voices and music familiar to their peers. They know which musical groups and dress styles are *in*. They can have a sense of belonging to a larger community than those who are on the bus. The electronic companion provides input for membership into the larger community of youth, but it can reduce direct, person-to-person interaction.

Commitment. The impact of the media, especially TV, has been widely discussed with relation to violence, but the effects on beliefs and expectations regarding relationships have not been analyzed adequately. The vividness and immediacy of TV images received in the student's own home, give the content of the programs validity and credibility. The unusual becomes commonplace. Programs professionally developed for their entertainment values are peopled with characters whose interpersonal relationships are widely observed and discussed. These characters have become role models for viewers of all ages. Soap serials personify the present-oriented, superficial relationships described herein. Intimacy is an immediate happening, not a product. Commitment is merely a catch-phrase. The quest for self-respect and personal dignity is being replaced by amoral goals of personal power, wealth, and conspicuous status. TV in the home is doing more to distort and transform relationships than any other single force today.

Toffler, in *The Third Wave,* (1980) calls the present era the "age of information." The amount of information that the young receive boggles the mind. Psychologically there are several common ways people have of reacting to the deluge of information. I believe that we are now witnessing some of those ways operating among the young. For example, people can control input by blocking out whatever is unpleasant, demanding, or distressing. Relationships are based on experiences which are current but impersonal.

Another way of reacting involves people relating to each other according to current role status. For example, going back to a situation described earlier, the person with whom the parent is currently having a relationship can be accepted as a possible companion and available adult, for as long as that relationship lasts. A half- or step-brother can be accepted on the same basis. Relationships will become more plastic, more present-focussed. Children are being required to become more adaptive and flexible in relationships. I believe that the individual's sense of personal identity will be derived increasingly from current affiliations and activities, and will be decreasingly rooted in the past.

The value systems basic to many family studies programs will not be the value systems held by the students.

Implications for Family Studies Teachers

Student goals. The rapid changes in the world of work have led to student uncertainty and unease about who and what they will become. Traditional, familiar job titles helped young people to identify themselves in society. As career paths become progressively less fixed and certain, students will look for wider training. They will seek courses which will distinguish them from the general run of students.

Family studies courses will then attract a different kind of student. Instead of bringing in young people who view the subject area in relation to themselves, the courses on child development and family relations will attract students whose goal is a career in any of those professions which require the ability to work with children and with families. Future teachers, recreation workers, and all those aiming for the helping and health care professions may look to courses in the family studies area to find that extra dimension of expertise. The greater the competition to gain acceptance into their chosen field, the more attractive such background supportive education will become. (See Karal, 1984.)

Those who support family studies have hoped for more. We have regarded such courses as appropriate and helpful for general life-training for all students. If those courses are taken as part of preprofessional training, then their application may be viewed as suitable for others, and only secondarily, — if at all — for oneself.

Congruity of value systems. The changes taking place in family life and structure are taking place all over the world. The echoes of these changes can be heard from the children within the age range for which family studies are designed. They see marriage as the impermanent legalization of a relationship in which the basic unit is the couple. Childbearing is at most an option, not a goal. They are afraid to invest themselves deeply and emotionally in any one person. This is the basis for the interpersonal flexibility and plasticity mentioned earlier. For many, sex will be a substitute for intimacy, rather than the product of mutual investment. Child rearing will be relegated to the distant future, after all other personal and occupational goals have been achieved, and just before the dreaded "biological clock" rings the alarm.

The value system on which many family studies programs are built will not necessarily be the value system held by the students described above. Designers and teachers of such courses may find themselves advocating, explicitly and implicitly, behavioral patterns which the students may regard as unrelated to their real world. Some of their parents are living common-law, have gone through divorce and remarriage, or have marriages which are unstable and unsatisfactory. Do they want their teenagers to be taught a model of family life which disqualifies those parents as role models? Do teachers in the same marital categories want to teach that model of the two-parent, monogamous family as attainable, let alone as ideal?

As patterns of relationships change, the presentation of the content of courses dealing with interpersonal and intra-familial relationship changes, in an effort to avoid the above-mentioned incongruities. The problem is that simple presentation of facts, straightforward description of what exists in the community, can be regarded by some students or by community members as advocacy of such behavior.

The dilemma for teachers in this field, and for those in the professional and general community who support their efforts, is how to help the students move from the salience of their own experience to consideration of the personal and social values involved. Lewis (1984) pointed out the problem that female teachers of family studies face as women, since their personal experiences contradict their professional role as change agents. Lewis was referring specifically to gender roles. I submit that the same problem applies with regard to relationships in the 1980s and beyond. The realities of teachers' lives may affect, wittingly or unwittingly, the way that teachers present material on family and interpersonal relationships to their students.

Summary

Technological and social forces are combining to transform relationships into a more present-oriented, shallower mould. The expectation tends to be of impermanence and the prevailing feeling that of fear of commitment. Professionals who see the destructive effects of some of these social forces on the young, are working to repair the emotional damage which results from immature and distorted parenting. The larger community has a great deal at stake in the efforts and commitment of present and future teachers of family studies. ☐

References

Discover, 1985. The year in science. (1985, January). Los Angeles, CA: Time, Inc. 62.

Karal, P. (1984). *Parenting education for the young: A literature survey.* Toronto: Report prepared for the Ministry of Education, Ministry of Colleges and Universities, Ontario.

Lewis, G.F. (1984). Changing gender roles: Some professional and personal implications for home economics. *Canadian Home Economics Journal, 34*(3), 124-127.

Toffler, A. (1980). *The third wave.* New York: Morrow.

Transforming Actor

the role of the home economist

Eleanore L. Vaines

Abstract

There is a need to address inconsistencies between what a professional home economist espouses and what is done in practice. The purpose of this article is to stimulate systematic investigation of the role of the home economics practitioner and to propose a study of a conceptualization of the home economist as a transforming actor. A review of the major components of the field suggests that this view of the home economist is congruent with what the profession believes, studies, and does.

Résumé

Il est nécessaire d'envisager les contradictions entre ce que les économistes familiaux croient et ce qu'ils font. Le but de cet article est de stimuler une enquête systématique sur le rôle du practicien de l'économie familiale et de proposer une étude d'une conceptualisation de l'économiste familial comme un agent transformateur. Une revue des parties constituantes principales du domaine suggère que cette perspective de l'économiste familial est conforme à ce que la profession croit, étudie, et fait.

The term *role* was originally a French word derived from the Latin *rotula* meaning little wheel or the round log. Eventually it became part of English and various European languages but there is a question as to when it became a word which referred to a technical concept. One view is that it was first used in the 1930s when it was employed by three significant theorists: Mead (1934), Moreno (1934), and Linton (1936). They developed a new meaning of role and established a link between individual behavior and social structure by close association of role with position.

Role as a Technical Concept

From such beginnings, one significant feature of the contemporary study of role is the progressive elaboration and refinement of the descriptive language for role. This includes concepts dealing with professional concerns of personal and social change. For example, workers in education, industry, and helping professions have adopted selected terms to describe and explain behaviors associated with their professional roles.

During this relatively brief span of time, the language used to describe role has grown from a few to many concepts, from vague to more precise ideas, and from concept to operational indicator. However, the vocabulary for depicting role behavior remains incomplete. Presently, only parts of a conceptualization exist and, if language about role is to reach its ultimate promise, two major short falls must be addressed. The first involves developing better denotative clarity and the second, a more complete descriptive language which is in harmony with practice. In this way a more complete integration of theory and practice related to the role of a professional practitioner can evolve.

Many terms included in this article have both a popular and a technical meaning. These are often incompatible. Terms frequently pertain to more than one concept and even the technical meanings are not always precise. Thus the language used to assist the practitioner to understand **what they should do, why**, and **how they should behave** as a professional person, may inspire but fail to instruct. Such short lived emotional appeals may have attractive features but are at best superficial and at worst anti-intellectual.

Thus, the discussion which follows about the role of the home economist as a transforming actor is the beginning of an exercise in language analysis. Analytical inquiry can result in a number of positive outcomes. The most obvious is that the terms we use to refer to the role of the helping professional have more precise meanings, and the practitioner, as a home economist can better integrate what is believed, studied and done. Addressing inconsistencies between what professionals espouse and what they actually do is still a major concern for the field.

As we strive to become a more mature field, systematic analysis of the role of the home economist can reveal what the field was and is more clearly in light of what home economics should be. These interrelated issues can be approached in different ways, but in the end the members of the profession need to comprehend what they are striving for and to direct their intellectual, ethical, and pragmatic activities toward achieving an agreed focus or mission.

The purpose of this article is to stimulate systematic investigation of the role of the home economist. To begin the clarification of this conceptualization, a review of the major components of the field as these relate to the behavior of practitioners of home

---

Eleanore L. Vaines holds a BSc from the University of Washington, an MA from Cornell, and a PhD from Michigan State University. She is an assistant professor in the Division of Family Sciences, School of Family and Nutritional Sciences, University of British Columbia.

economics will be explored. The role of home economists as transforming actors will be proposed as a more congruent way of understanding what it is they are to do, why, and how they can accomplish the field's mission.

Trends in Home Economics

Home economics is a complex and sophisticated idea. It can be traced to Greek times when the things of daily life were seen by some scholars as important and worthy of study (Kieren, Vaines, & Badir, 1984). Later experiments were conducted and treatises written on the necessity of applying scientific principles to improve domestic life. Francis Bacon (1561-1626), for example, believed that knowledge should be pursued for the purpose of helping humans better their lives.

By the mid-1800s a number of interrelated events created a reform movement lead by people concerned with the effects of the industrial revolution on the daily lives of people. The efforts of these reformists helped bring about the more formal organization of home economics as a field in the early 1900s. Even before the official founding of the American Home Economics Association in 1909, there was evidence that action was being taken in Canada to educate middle class women for the home and their role as females.

Out of this complex and mixed past, home economics has emerged in the late 20th century as a field still concerned with education for daily life (Vincente, 1983). Some of the meanings associated with the profession which came out of the social milieu of the 19th century persist. The questions we must keep addressing have a historical perspective and centre on what home economics should become. Focussing energy on persistent issues which create barriers for growth is an aspect of these questions. But these can become futile and discouraging exercises if those who practice home economics fail to comprehend to what end their work as a community of professionals should be focussed.

Making the normative issues associated with the field a top priority can bring home economists enlightenment about what the field should build on from the past and what actions and ideologies have created barriers for the professional person (Brown, 1983). To develop home economics as a field which can be intellectually and morally justified, committed and knowledgeable home economists are needed to make the promises a reality.

In the last 5 years, the works of such scholars as Brown and Paolucci (1979) and Brown (1983, 1985), have helped us understand what home economics should become. As a field, we define our knowledge base as the study of family as an environment (family studies, family resource management, human development) and family in the near environment (foods, nutrition, clothing, textiles, housing, and design). While not all practitioners are experts in every area, it is from this transdisciplinary perspective that home economists translate their particular knowledge base into human services to achieve the mission of the field (Brown and Paolucci, 1979).

Thus, the three basic components of the field of home economics are the area of study, the profession, and the mission. The role of the home economist is to integrate these with what home economics was, is, and should be and to provide preventive services to families. Simply stated, becoming a helping professional involves complex and ongoing processes grounded in critical and reflective enlightenment.

The Home Economist as Transforming Actor

In the past, helping professionals have been labelled change agents. This term received considerable attention from scholars and was associated with an orientation based on the notion that tomorrow would be similar to yesterday. As explored, the concept suggested that the change agent was instrumental in nature and their services focussed on helping clients adapt to what was happening in society.

The conceptualization of the home economist as a transforming actor reflects a different way of viewing the helping professional. The nature of the person and the services provided now use critical thinking and reflective action as central and essential tools. These are the means of assuring the continued rational evolution of the field and as well, the provision of ethical services to people (Vaines, 1983).

The commitment of transforming actors is membership in a field which they understand and choose to embrace as part of themselves. The assistance they offer is rooted in a personal and professional identity which are not separate but integrated. Thus the professional who helps is more likely to be living what they believe and comprehending the effect of their actions on the people they seek to assist.

It is from this base that the promise of the field springs. Freire (1973) has developed specialized language associated with the role of a helping professional. He refers to this state of integration for such a practitioner as *radicalization*. This, he says

> involves increased commitment to the position one has chosen. It is predominately critical, loving, humble, and communicative, and therefore a positive stance. The person who has made a radical option does not deny another person's right to choose, nor does he try to impose his own choice. He or she can discuss their respective positions. He is convinced he is right, but respects another person's perogative to judge himself correct. He or she tries to convince . . ., not to crush his opponent. The **radical** does, however, have the duty, imposed by love itself, to react against the violence of those who try to silence him — of those who, in the name of freedom, kill his freedom and their own . . . Radicals cannot passively accept a situation in which the excessive power of a few leads to the dehumanization of all. (p. 10)

The mission statement of home economics[1] is consistent with Freire's concept because all dimensions of practice are implied: instrumental, interactive, active, and reflective (Wilson & Vaines, 1984). If we are to move out of the predominant mode of instrumental practice into using interactive and reflective practice as appropriate action, we must understand what we do, why we do it, and how we do it.

Conceptualizing the role of the home economist as a transforming actor has potential to lead to some of the following outcomes:

- A transforming actor (TA) seeks to integrate what the beliefs, knowledge and action of the field, with what home economics was, is, and should be. Thus, the TA is likely to give better assistance to people in clarifying their needs and wants as global citizens in socially responsible ways.

---

[1] "The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them." (Brown & Paolucci, 1979, p. 23).

The leadership style of a transforming actor is rooted in the present and promotes participation in formulating and working toward a more just society.

- When the home economist, as a TA, comprehends the meanings associated with commitment as a helping professional, political action becomes an integral aspect of professional work. Thus an intrinsic aspect related to the mission of home economics is to address the complex interrelationships among people, society, and the environment.

- Long-term consequences are woven into all we do. The nature of a helping profesion by definition means intervention in people's lives. What can the earth support? How will decisions effect other people? These fundamental questions are political in nature. TAs seek to provide services which are ethical in nature. Thus *helping* requires the professional to think about what is being done and why including consideration of the political consequences for all people.

- The TA is no longer seen as a role model. The helping professional participates with those for whom they provide services. Becoming a person rather than being an expert or an authority who tells people what to do, makes active participation in people's lives both more real and more useful. As a participant, the professional is more likely to be compassionate and see people, not as objects to be manipulated or persuaded, but as subjects who are trustworthy in their own way. The professional becomes interactive.

- The leadership style of a TA is rooted in the present and promotes participation in formulating and working toward a more just society. The future is not what the futurists predict; the future is what people, by their participation, make happen (Brown, 1983; Moroney & Dokecki, 1984). The ideals which are sought are not nebulous unexamined goals such as "quality of life" but a striving for moral standards such as freedom, justice, hiuman dignity for all persons. This can happen because home economists have the potential to assist persons in different contexts to understand what participation in our future means. Then people together project a future which can ultimately be more humane for everyone.

- The role of the TA is thus grounded in hope. Through participation and by seeing the social ethic for which we are striving more clearly, we can address hopelessness and helplessness. It is not in individualism but in community that we find a new kind of hope based on values which are about people working and living together in harmony (Yankelovich, 1981).

- Being a TA requires focus of professional practice around critical thinking which leads to a consciousness about people, society, and the environment as interdependent.

Summary

In North America it is more difficult to lead an examined life. Economists, columnists, prominent world leaders, and those who claim to know are headlined daily with both doomsday and optimistic scenes of what tomorrow will hold for us.

The interrelated problems and issues which confront all people are extremely complex in nature. If we are to truly help people in their daily lives, it is important we do not lean on such predictions. Our hope as professionals who are committed to providing services to assist people, is to participate in reflective and concrete actions which will bring about a just society for all persons.

Home economists continue to have opportunities to contribute to a better today and tomorrow. Making these promises become reality means we must centre our professional services on reflective action which includes critical thinking. To do this we must seek enlightenment and comprehend what we stand for, why we believe what we do, and our role in making these happen to bring about a better world.

Viewing ourselves as transforming actors is a different kind of conceptualization. This requires home economists to broaden their knowledge base so that what they do as helping professionals is grounded in community participation to bring about a society which is based on moral standards of justice, human dignity, and freedom. An adequate life for all, like Spinoza's definition of an adequate idea, might be described as a life which has grasped intuitively the whole nature of things and has seen, felt, and refocussed itself to this whole (Kelly, 1941, p. 1).

Studying the role of the home economist is in its infancy. Further analytical investigation is required to assure the continued evolution of this and all aspects of the field of home economics as intellectually and morally sound and consistent. ☐

References

Brown, M. (1983, Spring). Point and counterpoint: Response to 'hindsight and foresight.' *Journal of Home Economics, 75*, 48-64.

Brown, M. (1985). *Philosophical studies of home economics in the United States: Volume I — Our practical-intellectual heritage.* East Lansing: Michigan State University Press.

Brown, M., & Paolucci, B. (1979). *Home economics: A definition.* Washington, DC: American Home Economics Association.

Freire, P. (1973). *Education for critical consciousness.* New York: Continuum.

Kelly, T.R. (1941). *A testament of devotion.* New York: Harper and Row.

Kieren, D., Vaines, E. & Badir, D. (1984). *The home economist as a helping professional.* Winnipeg: Frye.

Linton, R. (1936). *The study of man.* New York: Appleton-Century.

Mead, G.H. (1934). [C.W. Morris (Ed.)] *Mind, self and society from the standpoint of a social behaviorist.* Chicago: University of Chicago Press.

Moreno, J.L. (1934). *Who shall survive?* Washington, DC: Nervous and Mental Disease Publications.

Moroney, R.M., and Dokecki, P.R. (1984). The family and the professions: Implications for public policy. *Journal of Family Issues, 5* (2), 224-238.

Vaines, E. (1983). Home economics and social action: A prospectus for the future. *Proceedings of the Edith Rowles Simpson Lectures.* Saskatoon: University of Saskatchewan.

Vincente, V. (1983, Fall). Antecedents of reformism. *Journal of Home Economics, 75*, 26-31.

Wilson, S., & Vaines, E. (in press). A theoretic framework for the examination of practice. *Home Economics Research Journal.*

Yankelovich, D. (1981, April). New rules in American life: Searching for self-fulfillment in a world turned upside down. *Psychology Today, 15*, 35-91.

Helping Obese Youth

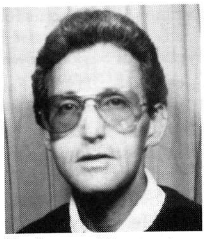
Michael D. LeBow

Abstract

Obesity among juveniles is difficult to explain and treat yet easy to describe. This article points out contradictions to be found among studies of prevalence, potential contributors, and possible concomitants. It then addresses the topic of intervention, emphasizing behavior modification methods as adjuncts to such other accepted therapies as dieting and exercising. Following this analysis, the article examines four pitfalls to be wary of when trying to help obese youths. Where possible, guidance to minimize the occurrence of a pitfall is provided.

Résumé

L'obésité parmi les jeunes est facile à décrire, mais difficile à expliquer et à traiter. Cet article souligne les contradictions qu'on trouve parmi les études de la fréquence, des causes contribuantes potentielles, et des phénomènes concomitants possibles. Ensuite, l'article s'adresse au sujet de l'intervention, appuyant les méthodes de la modification du comportement comme des accessoires à des thérapies acceptées, telles que le régime et l'exercice. Cette analyse examine quatre pièges à éviter quand on essaie d'aider la jeune personne obèse. Dans la mesure du possible, l'orientation est fournie pour minimiser la présence d'un piège.



Michael LeBow holds a BA from UCLA and an MA and PhD from the University of Utah. He is currently professor of psychology at the University of Manitoba and directs the Manitoba Obesity Control Clinic, a satellite of the Department's Psychological Service Centre. He has written extensively in this field.

My goals in this article are to give background about what constitutes obesity in juveniles, identify what may be done to combat it (especially the application of behavior modification), and discuss common pitfalls in providing care. I hope these comments will help those who either alone or as team members try to help obese juveniles. The battle against obesity can be frustrating for both those who have it and those who treat it.

Contradictions

The study of obesity in juveniles is a study of diversity. **Prevalence** figures, and results of studies about **contributors** and **concomitants** all vary. The prevalence estimates go from 2% to 40%. These discrepancies are traceable to population characteristics (e.g., age, socioeconomic level of family, race, health, birth place) and to definitions of what constitutes obesity. As for definitions, Garn, Clark, and Guire (1975) take issue with statements equating overweight with overfat. According to these authors, commonly used criteria of overweight (e.g., 20% over recommended weight) and overfat (85th percentile triceps skinfold levels) are not synonomous with obesity for juveniles whereas they are more so for adults.

There similarly is much disagreement about potential contributors to obesity in juveniles. Some researchers find weight of the mother during pregnancy and the rate of gain important. Other researchers downgrade these issues. Likewise, investigators disagree about the roles played by early feeding style (e.g., breast or bottle), time of solid food introduction, fat cell hyperplasia and hypertrophy, the mother-child relationship, and genetics. They also disagree about the incidence and effects of such by-products (concomitants) of obesity as **discomfort** due to knock-knees and flat-feet, **disease risk factors** (e.g., elevated blood pressure) and **despair** due to rejection by peers, and others.

Interventions

Treatment of obesity is, with no pun intended, big business. You cannot pick up a magazine without finding some *miracle* cure that promises to melt away fat. Adolescents and many children are so desperate to be thin that they eagerly search for magical solutions, only to find after trying them that what has been promised is chicanery. Deceit, subterfuge, and falsehood are the foundation of many current quick fixes for fat loss.

Not devious by intent but nonetheless too often just as disappointing are today's credible therapies that are singly and in combination employed, advised, or superintended by responsible health care professionals. These therapies are **dieting** by imposing mild, moderate, or severe energy intake restriction (Merrit, Bistrian, Blackburn, & Suskind, 1980); **drugs** as adjuncts to dieting (e.g., fenfluramme, mazindol); and on occasion, with markedly obese adolescents, **surgery** (gastric bypass, gastroplasty). Dieting is the most used and least dangerous of the three. Drugs and surgery, especially surgery, are seen as more drastic, controversial, and problematic (LeBow, 1984). Most acceptable, particularly for mildly to moderately obese youth, (the largest group of obese juveniles) is combining dieting with yet a fourth intervention, exercise (Brownell & Stunkard, 1980).

Whatever the treatment, the common thread for all including surgery (Bray, 1976) is the attempt to change energy balance. That is, to change the relationship of energy intake to energy outgo. The time-honored notion is that a prolonged negative energy equation, where the intake of energy is less than the outgo, reduces body fat. More recent is the notion that behind this negative energy equation are specific personal actions (behaviors) that need to be identified and modified. By changing behavior, you can change the balance of energy which, according to the first notion, caused the change in the body's weight and fat.

Adolescents . . . eagerly search for magical solutions, only to find after trying them that what has been promised is chicanery.

In obesity therapy, behavior modification is an applied science in its infancy and it is used to search for and find ways to alter what, when, where, or how often behaviors that affect energy balance occur. Furthermore, behavior modification can only aid other therapeutic practices, such as dieting and exercise, by helping them work better. It is not in and of itself **the** treatment nor is it one specific and uniform approach as there are a multiplicity of components that may be applied individually or together. Comments on some often used ones follow.

Contracting. To contract is to make a clear, written agreement that signatories believe will improve the obesity control program. A contract is only as good as the stipulations it contains. Often it lists such behaviors as sticking to a certain daily energy intake level, avoiding certain foods, and doing certain exercises. It must always say what the consequences are for complying and/or not complying with the stipulations. For example, suppose a 15-year-old contracts with the therapist to meet a daily energy intake quota. To fuel the contract the youth gives the therapist 25 hard-earned dollars. When the energy quota is met on at least five occasions in a week a designated portion of the deposit is to be returned; each week when the five day minimum is not met, some of the money will be lost. The contract may also include a proviso that weekly .25 kg reductions below the last recorded lowest weight generate funds, .25 kg gains do the reverse, and no changes in weight yield no reward or punishment.

Focussing on weight, as the last proviso does, is called a weight-loss contingency. Most contracts for obese juveniles have one, but those contracts having only a weight-loss focus are risky. Losing weight is not a behavior as much as the outcome of eating less and moving more. Failure to say how juveniles are to reduce allows them to use unwholesome actions to loose weight, perhaps by taking laxatives or fasting. Abuses such as these are particularly likely if the contract wields power because of the money or other valuables involved in its operation. When contracting, be comprehensive in negotiating clauses (LeBow, 1976; 1981b).

Stimulus control. To tell a 14-year-old to no longer keep filled candy dishes in the bedroom or to let the urge to snack at nine o'clock signal a call to a friend or a run-in-place rather than a signal to eat is in effect, saying practice stimulus control. We are all affected by sights, times, and places. We behave in certain ways because of these antecedent cues. Some obese juveniles have to learn to let behaviors, such as eating, occur only in certain places, for example the dining room and not the basement in front of the television. There are many stimulus control rules (LeBow, 1984). The rules given depend upon what problem or situation needs to be altered for the individual.

Setting goals. Many contracts involve setting goals—so much energy intake a day, so many minutes of exercise a week, and so on. The wisest strategy is help the youth set small, short-range, and manageable goals instead of large distant ones. Better than a 26 kg loss—the year's goal—a .5 kg loss as the week's goal. Have both goals! Behaviorally, the advantages of small, short-term objectives are that they are closely tied to the actions generating them and appear to be possible to the youth struggling to progress.

Support. Teaching significant members of the obese juvenile's environment to praise efforts to reduce, to stop tempting with rich treats, to stop criticizing failures, and in general to improve those interactions that appear to be related to progress, is teaching behavioral support. Parents, other relatives, peers, and teachers are logical candidates for helper-instruction. When feasible, they should be included in the youth's therapy.

Monitoring. Monitoring is observing. Therapists observe patients, and patients observe themselves. Whoever monitors (parents or friends may be taught to be monitors) and whatever is monitored (daily energy intake, exercise, types of food eaten), make sure that records of what is observed are made. Recording forms for juveniles are plentiful (e.g., LeBow, 1984).

Of all the methods of behavior modification used for the obese, monitoring is the most frequent. Where the patient is put in charge of monitoring, there are three strategies: self-monitoring what has already happened—foods just consumed, the walk just finished; self-monitoring what is just about to happen—foods on the plate that are about to be eaten, the walk that is about to begin; self-monitoring what will happen in the near future (plans)—foods to be eaten at tomorrow's breakfast, the walk that is planned for tomorrow afternoon. Each strategy is helpful in learning what goes on in the youth's world of food and activity before, during, and after treatment. Each strategy is help-to the youth struggling to alter what goes on in these two areas of life. Through self-monitoring, one may be alerted to one's actions or get feedback about them, and as a result change them.

Some or all of the aforenamed behavior modification tactics (and others) may be applied to enhance the positive effects of other obesity reduction therapies. Illustrating this adjunct idea, Epstein, Wing, Steranchak, Dickson, and Michelson (1980) instructed youths aged 6 to 12 about foods and exercise. In time, the children lost over 6% of their average percentage of overweight. Other youths, similar in all respects to those receiving the standard treatment, received in addition to this standard package of diet and exercise, behavior modification instruction. The behavioral lessons, among which were stimulus control, monitoring, and contracting, were designed to assist the children in putting the nutrition and exercise teachings into practice. Adding behavior modification paid off. Youths so treated lost nearly three times more than the youths not so treated.

Pitfalls

Sadly, the results of coupling behavioral widom with the best of nutrition and exercise teaching are not always so positive. There are obstacles that stand in the way of an effective treatment. As a clinician (LeBow, 1981a), I know that even overcoming all of them does not guarantee good results, however I believe that by being aware of the following pitfalls and taking steps to deal with them will increase the odds of having good outcomes.

Setting energy levels. Two energy settings may be made: energy intake and energy outgo. For positive changes in body shape to occur, a negative energy equation is necessary—intake must be less than outgo for a length of time. Problems may arise if, as so often is done, therapists rely upon energy restriction to do the whole job. It is possible to reduce intake so much that basic nutritional needs are violated (Health and Welfare Canada, 1983) and relatedly, the youth's rate of linear growth is abridged. As Rayner and Court (1975) warn ". . . some children who are treated by dietary restriction may sustain a 10% or greater retardation of growth velocity . . ." (p. 124).

To avoid these dilemmas, therapists should look seriously towards forming the negative energy equation not just by cutting energy intake but also by elevating energy outgo. A deficit of 2100 kilojoules (500 kilocalories) per day is achievable by lessening intake by 1260 kilojoules and increasing outgo by 840 kilojoules as opposed to just lessening intake 2100 kilojoules. Stressing the outgo term of the equation appears to promote such favorable body composition changes as weight loss, fat loss, and the preservation and even augmentation of lean body mass (Pařizková, 1973). Also if not overdone, it may reduce the youth's appetite— evidence exists that moderately active persons consume less overall than do the sedentary (Epstein, Masek, & Marshall, 1978). Moreover, it may allow a disgruntled youth more of the solace from food he wants as less is being cut out.

How much of energy outgo to recommend depends, as does adjusting any technique of obesity control, upon the individual's needs and preferences. Observing and interviewing the patient before treatment are required to find out about the baseline level of energy expenditure. Gradually increase the energy expenditure from the baseline to a level the youth feels to be reasonable and manageable.

Motivation. Motivating obese juveniles to persevere in trying to reduce is difficult. They must attend therapy sessions regularly, comply with the prescriptions and proscriptions of treatment, and reapply previously effective methods if, following the intervention phase, relapsing appears imminent. There is no tried and true way to ensure their doing these things. Even the obese youth who, at the outset, desperately wants to be thin may find that zeal vanishes after the first few weeks.

What can be done to minimize motivational problems?

- Praise successes; even ostensibly minor achievements, such as avoiding seconds at a meal.
- Deal with each youth as an individual, respecting individual problems in complying with treatment directives. For example, there may be a need for a special self-monitoring system such as smaller than customary record forms if there is a fear that others will find out about the energy-intake and energy-outgo records.
- Avoid making the youth a behavioral outcast in a group. If one member is much lighter, heavier, older, or younger, than the others, there may be a feeling of being out of place.
- Avoid making the youth a dietary outcast at home (Mahoney & Mahoney, 1976). When possible the obese juvenile and his family should eat a similar bill of fare, not one suddenly reduced. If a juvenile's diets are special, a feeling of being too separated may result. Or, if the family is suddenly forced into a special diet devoid of previous treats, they (particularly disgruntled and thinner siblings) may yell and snipe at the obese individual. When modifications in what the family typically eats are necessary, make them gradually. Substitute foods before you restrict foods.

What to modify. Limited targeting may give limited results. On what behaviors does the program need to focus? Eating and exercising are traditional choices, but these target behaviors are often influenced by other actions, themselves needing to be modified. For instance, bickering between parent and child concerning which foods to eat when dieting, what exercises are worthwhile, or how much weight should be lost each week may require direct attention. Bickering perpetuates lack of progress— adolescents and children attempt to withdraw from a negative and domineering parent.

Another class of potential behavioral targets is "contradictory messages". These double messages, issued by significant others in the environments of many obese juveniles, initiate and sustain a vicious circle of rejection, isolation that itself increases obesity and perceived differences, and further rejection. They intensify the problems obese juveniles have in following the strictures of an obesity therapy.

One such message is "Finish your dinner if you want dessert . . . but stop eating so many sweets so you won't be so fat." Parents often say this to their obese children. The first part of the message, which makes dessert contingent upon eating dinner, is said hours before the second part, which condemns the previous reward (treats). With the whole message, parents confuse children: first they force consumption (all of dinner) by rewarding it with energy-rich foodstuffs (desserts). Then later, they denigrate the foodstuffs by saying that these treats bring out corpulence. Parents like this need to be taught several points.

- Desserts are legitimate consequences of half-eaten meals—better than as levers that force overeating.
- Servers are responsible too— serve less if you want a cleaned plate.
- Later condemnation of earlier sanctioned rewards is inconsistent and foolish.
- Condemnation of obesity is not nearly as efficient a remedy as is advice and practical guidance.

Another of the possible double messages is, "Food is splendor, but fat is ugly." This contradiction is not a two-sided utterance; it is a discordance between what is done in the home and what is said there. Illustrating it are families displaying copious amounts of rich and tasty food and fat models who eat and love it while they condemn fatness. Obese youths may enjoy, as well as suffer from a family who say that less than plenty is insufficient, even sinful, and that obesity is sometimes a punishable offense.

A third inconsistent communication is, "Eat to be friendly, but best friends aren't fat." More often the message is heard by older, rather than younger, juveniles. Victims of it are obese youths who, in order to socialize, frequent doughnut shops, coffee shops, and fast-food emporiums. While there, they must choose whether to eat, drink, or neither. If they chose to take in energy, they risk getting fatter and by so doing risk violating the second part of the message, which says that friends aren't fat; they also risk being teased for being an eater of high-energy foods who is fat. If they instead choose to abstain, they violate the first part of the message ("eat to be friendly") and, again, risk being teased, this time for being a dieter. If they choose to avoid the entire situation, they are in effect choosing to avoid friends and social planning. Indeed, youths experiencing this double message are between the devil and the deep sea.

A final contradictory message, and there may well be others, is "Play with us to be one of us, but we don't like fatsos who aren't good athletes." Because much of today's organized and unsupervised sports for the young is riddled with a winning-is-everything philosophy, the search for players often becomes the search for best athletes. The obese are usually excluded, for they are frequently seen by teachers and peers to lack physical prowess. Many times they do lack it, but the deficit can, when addressed, be remedied. Even when put on the school team or selected by peers for unsupervised athletic contests during recess or after school, the obese run two risks: receiving a battering-ram or shock-absorber position; being ridiculed on the field for being fat. The logical response to continuous physical and psychological abuse is withdrawal and avoidance. But when the obese avoid athletics, they lessen the chances of ever acquiring the skills they need in order to be seen as valuable in the eyes of coaches and age-mates. The avoidance generated by the attitudes and practices of significant others soon fulfills their prophecy that the fat youth is indeed too fat to play.

Keeping or furthering success. How to sustain progress or continue progressing is currently an unresolved issue. Reasonable often interrelated practices are as follows.

- Build-in after-care sessions. Begin working on setting-up a schedule of after-care contacts, scheduled meetings after treatment ends — **as soon as treatment begins.** So much can happen to a youth who has lost fat and weight that it is unwise to let the end of formal treatment be the end of scheduled meetings. Check-ups are valuable; plan them in advance.

- Get support. Enlisting and teaching others who are part of the youth's world is a valued strategy of behavior modification. It can be used during treatment and be a part of the after treatment period. Sources of support are parents, relatives, teachers, and peers. These individuals should learn to praise and when possible simplify the youth's struggle to remain thin or, if called for, become thinner.

- Build feelings of self-worth. Many obese juveniles feel despair over what they look like. In and of itself, how the youth views himself is a worthwhile target to address. It is difficult to evaluate how self-perceptions affect treatment and follow-up, but feeling badly about oneself can result in avoiding others (retreating) and thereby increasing perceived and actual distance. Learning to feel better about oneself, which may come from a supportive environment and a tailored therapy, may well underscore learning to act better towards oneself (e.g., learning to put food into its proper perspective as fuel for work, not salve for hurts).

- Encourage an active lifestyle. Sedentary juveniles, in particular youths who do little else but watch television and play sit-down games, should be taught and frequently reminded of the benefits of moving more.

- Discourage perfection. Perfection breeds rigidity, easily broken. Formerly obese juveniles or those still needing to reduce should not promise themselves never to have another coke or doughnut or *great* dinner out. Doing so sets them up to fail (Mahoney & Mahoney, 1976), and among the rigid, failure signals guilt. The guilty often feel that they are weak and that there is no use in persevering. Those who adopt perfection as their goal often turn a relatively minor setback, such as going a little off the diet, into a major catastrophe — stopping all effort at self-control.

- Encourage vigilance. All formerly obese juveniles and all those struggling to be so should learn to recognize and take action against signs of relapsing. If they note that there is weight gain without growinq, more food on their dinner plates, more television watching, and/or less time for sports, they should call their therapist or have their parents do so. They should also reapply such previously effective measures as close and careful monitoring of foods eaten and activities performed, as well as precision contracting to set limits on energy intake and goals for energy outgo.

Conclusion

Treating the obese juvenile is a delicate, complex, and sometimes disappointing enterprise. It extends beyond the old admonitions to eat less and get some exercise, for indeed the problem of obesity in juveniles is intricate. There are a host of potential contributors, various potential concomitants, numbers of ridiculous and often unhealthy nostrums, and pitfalls to be wary of even when intervening sensibly. But, to end on a positive note, there is much to be glad about. Many obese youths are helped by practices available today, and many more will be helped by practices soon to come. ☐

References

Bray, G.A. (1976). *The obese patient*. Toronto: W.B. Saunders Company.

Brownell, K.D., & Stunkard, A.J. (1980). Physical activity in the development and control of obesity. In A.J. Stunkard (Ed.), *Obesity*. Philadelphia: W.B. Saunders.

Epstein, L.H., Masek, B.J., & Marshall, W.R. (1978). A nutritionally based school program for control of eating in obese children. *Behavior Therapy, 9*, 766-778.

Epstein, L.H., Wing, R.R., Steranchak, L., Dickson, B., & Michelson, J. (1980). Comparison of family-based behavior modification and nutrition education for childhood obesity. *Journal of Pediatric Psychology, 5*, 25-36.

Garn, S.M., Clark, D.C., & Guire, K.E. (1975). Growth, body composition, and development of obese and lean children. In M. Winick (Ed.), *Childhood obesity*. New York: John Wiley.

Health and Welfare Canada (1983). *Recommended nutrient intakes for Canadians*. Ottawa: Minister of Supply and Services Canada.

LeBow, M.D. (1976). *Approaches to modifying patient behavior*. New York: Appleton-Century-Crofts.

LeBow, M.D. (1981a). Obstacles to effectively treating obese children. *Child Behavior Therapy, 3*, 29-34.

LeBow, M.D. (1981b). *Weight control: The behavioural strategies*. Chichester and New York: John Wiley.

LeBow, M.D. *Child obesity: A new frontier of behavior therapy*. New York: Springer.

Mahoney, M.J., & Mahoney, K. (1976). *Permanent weight control*. New York: Norton & Company.

Merritt, R.J., Bistrian, B.R., Blackburn, G.L., & Suskind, R.M. (1980). Consequences of modified fasting in obese pediatric and adolescent patients, I. Protein sparing modified fast. *Journal of Pediatrics, 96*, 13-19.

Pařizková, J. (1973). Body composition and exercise during growth and development. In G.L. Rarick (Ed.), *Physical activity: Human growth and development*. New York: Academic Press.

Rayner, P.H., & Court, J.M. (1975). The effect of dietary restriction and anorectic drugs on linear growth velocity in childhood obesity. *Postgraduate Medican Journal, 51*, 120-125.

Effective Communication

Reaching Rural Women in the Third World

W. Jean Fewster

Cleofe M. Kuhonta

Abstract

Communicating more effectively with rural women in developing countries can help accelerate the acceptance of change. These women are and have been deprived of the information they need for problem-solving and for evaluating options before making decisions. They need information that responds to their multiple roles as parents, partners, and food producers. They need networks to link them with other women. A model of the communication process is presented, showing the variables that interact and influence communication. Attention is directed to the need to identify and differentiate audience groups, to provide information that is situationally relevant and easy to comprehend, and to use an appropriate combination of interpersonal, group and mass communication. Integrating a communication component into programs and projects is recommended.

Résumé

Une communication plus effective avec les femmes de la campagne dans les pays en voie de développement peut accélérer l'accueil favorable du changement. Ces femmes ont été et continuent à être privées de renseignements dont elles ont besoin pour résoudre leurs problèmes et pour évaluer leurs options avant de faire des décisions pour agir. Elles ont besoin de renseignements qui répondent à leurs rôles multiples de parents, de partenaires, et de fournisseuses de nourriture. Elles ont besoin de réseaux pour se lier avec d'autres femmes. L'auteur présente un modèle du processus de la communication, montrant les variables qui réagissent réciproquement et qui influencent la communication. Il faut identifier et différencier parmi les groupes visés, il faut fournir des renseignements qui sont pertinents à la situation et qui sont faciles à comprendre, et il faut employer une combinaison juste de la communication parmi les personnes, les groupes, et les masses. L'intégration de l'élément de la communication dans les programmes et les projets est recommandé.

This article — while directed towards communicating with people, specifically women, in the Third World — provides insights that are useful for communicating with people of any lifestyle in any country.

How informed are rural women in the developing world? What kinds of information do they need in order to evaluate the options available to them before making decisions and following up with action? Are they aware of the resources, technology, and services that are available? In short, what are their communication needs and how can these needs be identified and addressed?

Communication Needs

Development programs meant to improve rural living conditions have routinely neglected the communication needs of rural women who are responsible for up to 80% of the agricultural work in many countries and who, in many cases, also head households. Women are still seen mainly as wives and mothers.

The assumption is that men are the farmers and that the information communicated to them will somehow filter through to their wives. For example, in Liberia in connection with a demonstration of the principles of planting irrigated rice, participants were offered incentive payments to assure attendance. Many unemployed men participated while the women — the ones who plant the rice — continued their work in the fields (Tinker, 1977). Another study, one in a smallholder area of Kenya, revealed that male farm managers were fourteen times as likely to have been contacted by extension agents as women (Staudt, 1975/76).

Sometimes women fail to benefit from programs and services designed to help them because they are not even aware of their existence. A survey in India revealed that the majority of households and individuals for whom poverty alleviation programs were designed did not know about the programs (Jain, 1982).

Even when second-hand information does reach rural women, it is likely to be distorted. And what about the up to 40% of households headed by women whose migrant husbands are away or the women who are widowed, divorced, or separated? Must they then get their information third hand?

Clearly, rural women have special information needs. They need different kinds of information at different stages of the life cycle. Because their literacy level is usually the lowest, they require information in a form that is easy to understand. Their sex and/or illiteracy further limits their access to the limited mass media available while at same time closing off other information sources and channels such as written training materials, labelling on products, many of the village meetings, and even training given by male extension workers. For these reasons, they usually form their own system of communication, depending more on oral/aural than on written communication. Interpersonal and group communication therefore play a major role in facilitating the flow of information to, from, and among rural women to encourage and accelerate the acceptance of change.

But change does not come easily to rural women. It is difficult for them to change suddenly and accept new goals, new attitudes, and new practices. That is why it is important to know the best ways of communicating with them (Fewster & Kuhonta, 1981).

What messages and what communication channels are best for reaching rural women and helping them understand and accept new ideas and practices? What messages and what communication channels will help development planners arrive at a clearer perception and understanding of the needs and problems of rural women and help them respond more effectively?

W. Jean Fewster, PhD, is Women's Programmes Officer in the Women in Agricultural Production and Rural Development Service (formerly known as the Home Economics and Social Programmes Service); Human Resources, Institutions and Agrarian Reform Division of The Food and Agriculture Organization of the United Nations in Rome, Italy. **Cleofe M. Kuhonta**, PhD, is a communication specialist in Rome, Italy.

©Copyright, W. Jean Fewster and Cleofe M. Kuhonta, 1985.

The Process Nature of Communication

Communication can be viewed as a continuous circular process (see Figure 1). Messages may come from development workers as they selectively transmit information about new technology and selectively receive information about the problems and needs of rural women. Similarly, messages may come from rural women who also selectively perceive and entertain new ideas and in turn propose their own solutions. Both parties — with their own sets of biases, beliefs, and attitudes — selectively seek out information; selectively see, hear, and remember messages from among those reaching them and subsequently evaluate the information as a basis for decisions and actions. As the communication goes on, subsequent action will depend on the feedback that each party gets from the other, that is, the information indicating one's response to the other's message. The interaction and effects of the people, messages, and channels are continuous. A change in any one element can change the result of the communication.

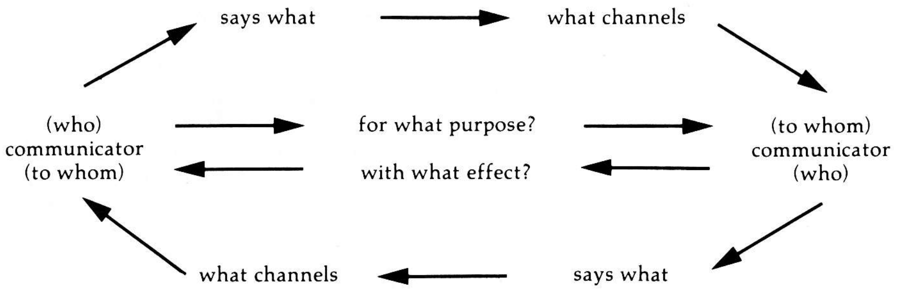
Key considerations to facilitate the flow and exchange of information focus on the people as senders and receivers, on relevant messages and on the appropriate media "mix."

Identifying Audience Groups

Research indicates the need to differentiate audiences (Feliciano, 1978). Different messages are needed for policy makers, for program planners, for village leaders, for rural families, for men, and for different groups of rural women. But "women" or even "rural women" is too broad a target audience category since it implies a homogenous grouping of individuals which is not the case.

It is important to know which groups of rural women have the particular problems that programs and projects are designed to address. They could be landless women working as tenants and sharecroppers or women subsistence farmers, nomadic women, heads of households, and/or any combination of these categories. The communication network includes extension workers, home economists, programers, planners, and policy makers.

A situational approach to communication gives special emphasis to the basic communication principle "know your audience." Knowledge of the audience will need to go beyond the usual kinds of demographic data —age, education, and income levels. Ideally it should include a profile of the total lifestyle of members of the audience and knowledge about as many as possible of the matrix of factors that influence members of different reference groups — their patterns of information seeking; how they process information to make rational or irrational decisions; what influences them to accept or resist change. These are difficult areas to learn about but necessary particularly if the intent of the communication is to influence. As a minimum, knowledge of the audience will include information about their interests and goals, and the problems they face, as they view the problems (Fewster, 1975).



Who: rural women and those who communicate with them
Says what: information and ideas needed by rural women
What channels: mass media, interpersonal, group
To whom: women, market traders, policy makers, program planners
For what purpose: inform, share ideas, motivate, encourage change
With what effect: understanding, knowledge, changed attitudes, participation, adoption of new ideas

Figure 1. Model of communication process.

Learning about the multiple roles of rural women — as they perceive them — and the constraints they face in carrying them out, provides additional data concerning information needs as parents and partners, food producers, and income earners.

As wives and parents, rural women are expected to attend to the food, clothing, housing, schooling, health, and social needs of their families. In addition, they are responsible for fetching water and firewood — arduous and time-consuming daily tasks. As food producers women, by and large, receive no agricultural information and training, no inputs such as seeds, fertilizers, access to credit, and frequently not even proper tools. Yet, their agricultural tasks include weeding, sowing, harvesting, threshing, processing, marketing of produce, and care of large and small animals, often including milking of cows and goats.

These farm, household, and family roles are being shaped and reshaped in varying degree by changes in their environment such as increasing population growth rates, decreasing land availability, migration to urban areas, shift from subsistence to cash economy, farm mechanization, and industrialization. The effects on women have usually been an increase in workload and responsibilities and a reduction in their means of livelihood. This heightens their need for information that is relevant to their changing roles and situation.

In Ethiopia, an experiment in rural development included a home economics program where courses in hygiene, child care, home improvement, and clothing repair were given. The project also introduced labor-saving technologies for a range of agricultural tasks including those done by women. However, the technologies relevant to female tasks were not directly disseminated to the women farmers. As a result, only the innovations dealing with the tasks of male farmers were adopted. By failing to take into account the significant economic role of women, the project lost the opportunity of also giving agricultural training to women. This would have generated a much higher level of productivity and social development for the area (Albin, McPhee & Poluha, 1983).

The choice of channels through which information is to be transmitted will likewise be influenced by the needs and constraints attached to women's roles. Understanding the patterns of interaction prevailing in a community such as the division of labor and responsibility by sex can assist in choosing culturally appropriate channels for introducing new ideas. For instance, it is considered inappropriate in many countries for men, particularly strange men, to teach women. Training courses and demonstrations should accommodate women's heavy work schedules — that is, they should be scheduled at times convenient to women and short enough to enable women to leave their families.

Additionally, different ethnic, religious, and other cultural groupings need to be taken into account. Examining the values and beliefs in a community will promote awareness of women's attitudes towards new ideas and practices and their beliefs about food, care of children, and other such concerns.

In southern Sudan, a pedal-powered mill designed to grind millet and maize was introduced in a community. This was held to be appropriate technology at its best since it was simple, of low cost, and required no fuel consumption. It turned out that the mill was very hard to pedal and took the equivalent of 50 kilometres worth of pedalling to grind a family's weekly flour needs. The seat was uncomfortable and the mill was blocked frequently. It was also unacceptable for social reasons since, in Sudan as in many other countries, men do not grind grain, and women do not ride bicycles. What the planners had considered as appropriate technology was therefore not used (Moyes, 1979).

Of equal importance is the need to encourage rural women to speak up and identify their real needs rather than express the unfelt needs that they think development workers want to hear. An international agency staffer tells of meeting with plantation women in Sri Lanka who enunciated in front of their male manager their need for sewing machines. When the agency worker responded that she had empty pockets but open ears, they replied that they had only named sewing machines since this was usually what foreigners offered them. As the discussion progressed, their real need was eventually identified — need for seeds and training to grow fruits and vegetables (R.S. Finney, personal communication, May 1981).

Photo courtesy FAO, Rome.

Rural women exchange information at the village well, Yemen.

Similarly, it is important to assess the attitudes of extension workers, program planners, and policy makers. How informed are they on the needs and problems of rural women? What are their attitudes towards rural women? Do they believe in the ideas they are disseminating?

Knowing local cultural, economic, and political conditions is also important. These will indicate interrelated factors in the environment that could influence response to information about new ideas and practices.

Communication Methods

A combination of mass media, interpersonal and group communication methods is required to provide the kinds of information needed at different stages — from awareness of an idea or practice until acceptance.

Mass media. Mass media, particularly radio, can perform many functions for rural women, serving as an information source, a companion medium, and as entertainment. Mass media can inform rural women who are widely separated from information centres — in the shortest time possible — about such daily concerns as increasing food production; reducing food losses; improving sanitation, hygiene, and infant and family nutrition; spacing births and/or limiting family size; and at the same time, encourage participation in community development activities. Mass media can also widen women's horizons and make them more aware of their own capabilities.

Radio, as it demands no level of literacy and is in the aural tradition of village life, has been found to be one of the most common sources of information for rural women. The effectiveness of radio for increasing knowledge and awareness of rural people about new practices has been demonstrated (Basic Village Education Project, 1978).

However, mass media messages are more adept at telling people what to hold opinions **about** than what opinions to hold (Havelock, 1971). It is not likely that mass media can change attitudes and beliefs, especially those that are strongly entrenched, nor can they persuade rural women to change their behavior. It usually takes person-to-person communication to do this. In fact, messages intended to encourage attitudes and behavior responsive to new ideas are more effective through the person-to-person channel.

Interpersonal communication. Person-to-person communication does **not** mean a one-to-one relationship between the extension worker and a rural woman as is so often the erroneous interpretation. Person-to-person communication is going on all the time — husband to wife, friend to friend, women to women, parent to child, teacher to student.

After rural women learn of a new practice, they will most likely need more details to help them decide whether to adopt it or not. They might talk things over with other persons, perhaps their husbands, neighbors, successful women, religious leaders, or extension workers. Or they might want to wait and see if their neighbors adopt it or how successful it is.

The important thing is to identify the formal and informal interpersonal communication networks among women at the village or community level. Who do rural women talk to? Who goes to whom for what information, who is influenced by whom? A program that ignores this crucial factor loses an economical yet effective opportunity for reaching rural women. They usually get their information from other people, and from traditional channels like the marketplace, workplace, religious gatherings, women's clubs, and other places where they are likely to congregate.

Women also get together informally and regularly when they fetch water at the village well, when buying at the village market, while washing clothes, or while threshing. Many useful ideas are exchanged on such occasions. These interchanges could be a means to reach them with information and to obtain ideas from them on how to improve their lives.

Face-to-face communication can then provide the forum for exchange and discussion of the new ideas that have come to their attention. Together, mass media and interpersonal communication can motivate women to greater involvement.

It is useful to identify persons who are influential sources of information in a village, in general, and for rural women in particular. There will be different opinion leaders for different issues. Women will seek out specific influential persons for information about food production and others for information concerning family planning or child care.

Group communication. Another way to look at rural women's communication needs is to focus on the formal and informal groups to which they belong. Group membership exerts strong pressures on rural women. For they, like most people, move within a network of small groups — families, friends, neighbors, the village co-operative, social groups, religious groups. In addition to the groups of which they are members, there are groups to which they would like to belong. From all these groups they learn values, attitudes, and ways of behaving. These groups influence the way they respond to information. Although their interest may be aroused by what they hear over radio and see on posters, group opinion plays a key role and helps them decide whether they will accept a new idea or not.

Rural women may form their own communication and social influence networks. Often excluded from the company of men, even their husbands, they might develop independent social lives with other women with whom they exchange information.

A significant breakthrough in reaching rural women in groups has been achieved by using audio cassette tapes for group listening. The audio cassette recorder is appropriately tailored to the needs of rural women on several counts. Women can listen at their convenience, rather than the reverse which is the case with radio. In fact, women can listen and learn from tapes while at work. Tapes have proven effective for providing information and encouraging the exchange of ideas in women's co-operatives and other groups (Colle & Colle, 1976). Furthermore, the equipment is inexpensive, sturdy and easy to operate, provided batteries are available. The tapes could provide the means for linking rural women's groups into a communication network and also serve as a two-way communication channel among and between rural women, field workers, program planners, and policy makers.

Group listening brings into play such group dynamics as discussion, decision, and public commitment to action — elements shown long ago by Lewin to function in concert to lead to behavior change (Cartwright & Zander, 1960).

Group listening combines the strengths of media with the strengths of group communication. Group members influence others through person-to-person communications. And in the final analysis, interpersonal communications, with its reference group overtones, seems to be the most influential route to behavior change (Fewster, 1973).

Conclusion

Helping respond to the information needs of rural women is not easy. Yet clearly it is an important area for consideration by home economists as development workers. Information viewed in this context becomes an additional resource that is needed by rural women and families to use in improving living and working conditions.

Rural women are themselves sources of information — for their children and their circle of relatives and friends. When we reach a rural woman, we reach the whole family — and beyond.

But **are** we reaching rural women? Not unless and until development programs and projects include a communication component that gives due attention to the many interacting elements related to behavior and attitudes, such as information sources and credibility, audience characteristics, and media availability, use, and function. ☐

References

Albin, M., McPhee, S., & Poluha, E. (1983, February). *Integrating women as a means of rural development: A case study of the Swedish CADU Project, 1967-1974.* Paper presented at the OECD/OAC Women in Development Correspondents Group, Stockholm.

Basic Village Education Project. (1978, April). *Development Communication Report.* Washington, DC.

Cartwright, D., & Zander, A. (1960). *Group dynamics.* New York: Harper and Row.

Colle, S.F., & Colle, R.D. (1976). *Communication at the Pila.* [Paper based on *The Pila Communication Project,* a report to the Pan American Health Organization and *The Pila Project: a system for communicating nutrition and health information to women in rural Guatemala,* unpublished master's thesis, Cornell University] Ithaca, NY.

Feliciano, G.D. (1978). *Research in population communication.* Paris: UNESCO.

Fewster, W.J. (1973, May). *The potential and limitations of mass communications.* Paper presented at the Sixth International Congress of Dietetics, Hanover, Germany.

Fewster, W.J. (1975). Potential and limitations of mass communications. *Canadian Home Economics Journal, 25*(2), 3-9.

Fewster, W.J., & Kuhonta, C.M. (1981). *Integrating population concepts in rural women's programmes.* Rome: FAO.

Havelock, R.G. (1971). *Planning for innovations through dissemination and utilization of knowledge.* Ann Arbor, MI: Center for Research on Utilization of Scientific Knowledge.

Jain, D. (1982). *Integrating women in development planning — The Indian Model* (Development planning from rural women's perspective). Unpublished manuscript, Institute of Social Studies Trust, New Delhi.

Moyes, A. (1979). *Poor man's wisdom: Technology and the very poor.* Oxfam Public Affairs Unit, Oxford, UK.

Staudt, K. (1975/76). Women farmers and inequities in agricultural service. *Rural Africana,* no. 29 pp. 81-94.

Tinker, I. (1977). The adverse impact of development on women. *Peace Corps Programme and Training Journal, 4*(6).

Home Economics Education in Secondary Schools

Status Report

Linda B. Peterat

Abstract

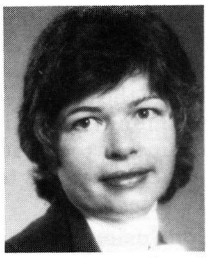
This article reports on a study of current home economics programs in the secondary schools in Canada. A questionnaire was mailed to the curriculum consultants in the ministries of education of each province and curriculum documents from each province were studied and analyzed. In most provinces, home economics is an elective course at the secondary level, and if compulsory it is at the junior secondary level. Home economics is most often offered as a general course at the junior secondary level, and as a number of specialized courses at the senior secondary level. One-half of the provinces are either nearing completion of a program revision or are in the early stages of revision. Of concern are the conceptualization of home economics in school programs, the elective nature of the courses, the need to attract males as students and teachers, and the need for research.

Résumé

Cet article rapporte une étude des programmes de l'économie familiale dans les écoles secondaires du Canada. Les données pour le sondage viennent d'un questionnaire envoyé aux consultants de curriculum des ministères d'éducation de chaque province. Dans la plupart des provinces, l'économie familiale est un cours facultatif au niveau secondaire; s'il est obligatoire, c'est au niveau présecondaire. Le plus souvent le sujet est présenté comme un cours général au niveau présecondaire et comme un certain nombre de cours spécialisés au niveau secondaire. La moitié des provinces sont en train de revoir les programmes ou vont bientôt le faire. Les défis à l'économie familiale concernent la conceptualisation de l'économie familiale dans les programmes scolaires, la nature facultative des programmes, le besoin d'attirer des hommes comme étudiants et comme professeurs, et le besoin de recherches.

Most provinces in Canada are currently examining the substance and quality of their educational programs and setting new policy for the future. This focussed concern on educational programs is in response to the belief that society is entering a new technological and economic era, placing new demands on education, and to a vague public concern for quality education. The future of home economics, like other subjects in secondary schools, is an issue. The questions of what should be taught and what should be emphasized in home economics are central concerns for many educators. To help decide on future directions, it is useful to have a comprehensive portrait of the current home economics programs in Canadian schools. This can be gained in part through examining programs offered in each of the provinces.

Obtaining a national portrait of any school program or curriculum is difficult since education is primarily a provincial responsibility. Thus, different meanings are attached to words describing programs, educational structures differ in provinces, and the make-up of a particular course or program may depend on other courses or programs in the total educational program. A second difficulty in securing a portrait of any educational program or curriculum is that a curriculum or program can be understood in at least two ways: as plan and as experienced. Curriculum-as-plan is revealed for example, through teachers' daily lesson plans, conscious and articulated intents, curriculum guides and documents. Curriculum-as-experienced, which may be closer to the real curriculum, can be quite different for each student, teacher, supervisor, or observer who experiences curriculum-in-action (teaching).



Linda Peterat is presently a freelance education consultant living in Spruce Grove, Alberta. She holds a PhD and MEd from the University of Alberta. This research was conducted during 1983-84 with funding assistance the University of New Brunswick, where Linda was an assistant professor in the Faculty of Education.

The portrait of home economics education in this study was revealed through an examination of curriculum-as-plan in the curriculum guides of each province, and through a survey of statistical data and the perceptions of home economics or curriculum consultants in the ministries of education in each province. The study was of secondary level programs only. In recent years, the Council of Canadian Ministers of Education has sponsored similar comparative studies in many of the core subject areas and these studies provided a model for this one.[1] In addition, a study of home economics education in Canada reported by MacFarlane (1966) provided a data base for comparisons with the current data.

---

[1] For examples see Council of Ministers of Education, Canada, surveys of provincial curricula at the elementary and secondary levels. (1983), *Arts*; and (1982), *Social Studies*.

Data Collection

The study involved a survey which was mailed to the home economics or general curriculum consultant in each province. The survey sought information in four areas:

- program delivery — the nature of home economics courses offered,
- the relationship of home economics courses to other courses in the curriculum,
- statistics concerning student/teacher populations, and
- issues, concerns, and emerging directions in curriculums under revision.

In addition to the survey, copies of the home economics curriculum documents currently in use in each province were requested. These were examined and the content summarized.

Curriculum documents were received from each of the provinces but neither of the territories. A first draft of the report was returned to the respondents for an accuracy check. Corrections and additional detail were incorporated into a second draft report which was again returned to respondents for a second accuracy check. During the study, changes were occuring in programs in various provinces. However, the study is limited to a description of the state of programs during the 1983-84 school year.

Results

Nature of home economics courses offered. In most provinces, home economics is offered at each level in the secondary grades. Generally home economics courses are elective and if compulsory, it is at the junior secondary level such as in Quebec and Prince Edward Island for one year, and in New Brunswick for two years. In other provinces where the course is described as being elective, local school jurisdictions may elect to offer it as a compulsory course. Compulsory however, does not mean the course is compulsory for both boys and girls. The *Secondary II Curriculum Guide* for Quebec specifically states: "Home economics will be compulsory subject for **all** Secondary II students" (Quebec Ministry of Education, 1983, p. 1). In New Brunswick, efforts are currently underway to have the junior secondary program compulsory and co-educational.

The pattern of courses offered in secondary level home economics is either general or specialized. That is, some courses offered encompass all areas of home economics—clothing and textiles, foods and nutrition, management, family and personal development, and housing in a general pattern—or specialized courses may be offered separately in each of these areas. General courses are the pattern at junior secondary in seven provinces, with the other three provinces offering courses which can be either general or specialized at a particular level. Four provinces offer only specialized courses at senior level, five offer either generalized or specialized courses. In Quebec, courses are general at both senior and junior secondary levels.

Only Saskatchewan and Newfoundland reported use of externally set examinations at senior secondary levels. Such examinations are administered by the departments of education and constitute a maximum of 50% of a student's final mark in a course.

Special curriculums that have been developed for trainable mentally handicapped (TMH) and educable mentally handicapped (EMH) students are most often developed at the provincial level. Curriculum guidelines for vocational and pre-vocational students and for the gifted, language, and cultural groups are more likely to be developed by local school jurisdictions. Table 1 summarizes the responses to the survey questions regarding the nature of home economics courses offered.

Table 1. Nature of Home Economics Programs in Secondary Schools, 1983-84

			Pattern of courses[b]		Special courses or guidelines for		
Province	Grade	Status[a]	junior	senior	handicapped	pre-vocational	gifted/cultural/ language groups
British Columbia	8-12	varies	both	both	N/A	N/A	N/A
Alberta	7-12	7-9, varies 10-12, E	G	S	guides for EMH and TMH contain HEC	locally developed	no
Saskatchewan	8-12	E	both	both	EMH guide, Division III	locally developed	locally developed
Manitoba	7-12	E	G	both	EMH, slow learner, TMH life skills guide	locally developed	locally developed
Ontario	7-13	E	G	both	no	no	no
Quebec	8-11	8, C 10, 11; E	G	G	for mentally handicapped	no	no
New Brunswick Anglophone	8-12	8, 9; C 10-12, E	G	S	special education program	occupational courses	no
New Brunswick Francophone	7-12	8, 9; C 10-12, E	G	S	special education program	occupational courses	no
Nova Scotia	7-12	E	G	both	for exceptional learners	no	French language
Prince Edward Island	7-12 7-12	7-9, one level C 10-12, E	both	S	no	no	no
Newfoundland and Labrador	7-12	E	G	S	no	foods, textile craft, home maintenance	being prepared for gifted

[a] C = compulsory; E = elective
[b] G = general; S = specialized

Two different views of home economics are more clearly evident in school programs than was the case in 1965-66, when almost all provinces noted an emphasis on 'happy and effective', 'successful', 'satisfying and rewarding', home and family life. The philosophical orientation or program emphasis, usually specified in the introduction to the curriculum guides, were compared. Two general orientations were evident: home economics as management and decision making, and as education for home and family life. The strongest emphasis on management and decision making is evident in curriculum guides of British Columbia, Alberta, and Quebec. Manitoba outlines a blend of the two emphases, suggesting an educative process based on a consumer decision-making model and emphasizing the family in the environment. The remaining provinces place primary emphases on helping students achieve personal and family well-being through an understanding of the relationship of the individual to the family and the family to the environment.

Using the curriculum documents submitted by the provinces, the content of each home economics course was summarized. It was impossible to compare across provinces the levels at which specific content is taught, because the intents and emphases expressed in the language of the curriculum guides considerably altered the content. For example in clothing and textiles, some guides explicitly stated various sewing techniques which should be taught at various levels, whereas other guides, while not excluding specific techniques, placed more emphasis on consumer and decision-making skills. The curriculum emphases were evident in the specifying, ordering, and wording of the content.[2]

Relationship to other courses. Respondents were asked about the nature of health, family life education, and consumer education courses in their provinces and were asked to name other course offerings which are similar to home economics. Health is more likely to be offered at elementary and junior high or intermediate levels and is more likely than home economics to be compulsory. The main features distinguishing health from home economics which respondents noted were that health focusses on the individual rather than the family and relationships. Different as well, were topics of physiology, the human body and physical development, which are not part of home economics.

Family life education may be offered as a course, different from home economics, in seven provinces (British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec and Newfoundland). Such courses are more likely to have a religious basis and are primarily differentiated by the omission of topics in foods and nutrition, and clothing and textiles. Consumer studies was listed as a course at senior secondary levels in eight provinces (British Columbia, Saskatchewan, Ontario, Quebec, New Brunsiwck, Prince Edward Island, Nova Scotia, and Newfoundland). In British Columbia, one year was listed as compulsory; in Quebec, as part of a compulsory program; and in the other six provinces, as optional. Other courses offered in the schools and noted as similar to home economics were food and tourist services, physical education, sociology, psychology, and religious education. A course entitled "Personal Life Management" was noted as being pilot tested during the 1983-84 school year in Ontario, and a family life education course in grades 4 to 9 in Manitoba was also being pilot tested. Both of these courses are indicators of continuing interest in offering courses of similar purpose as home economics.

Student and teacher populations. The survey asked for statistics on student and teacher populations as an indicator of the extent to which home economics courses are actually taken. Statistics were requested on teacher populations for the 1982-83 and 1983-84 school years. While not all provinces could report the numbers of home economics teachers for both years, of the seven provinces that did, five provinces (Alberta, Saskatchewan, Manitoba, Ontario, Newfoundland) indicated an increase in the number of teachers. Data were also sought on the gender of teachers in each of the two years. Of the five provinces reporting for both years, three indicated an increase in the number of male home economics teachers. Data on the number of students enrolled in home economics courses were more difficult to obtain. From the figures reported, the largest enrolments are in the junior secondary level courses and the most highly enrolled courses in senior secondary levels are family living, foods and nutrition, and general courses.

Issues, concerns, and trends. One open ended question asked respondents to state the main questions or problems they saw concerning home economics curriculum. The responses were grouped into two categories: concerns relating to the nature or conceptualization of home economics and to the context or situation of home economics in education. The concerns relating to the nature or conceptualization of home economics included a desire for home economics to be more than cooking and sewing, to be a program for all students of all ability levels, and to have content that would encourage conceptual and abstract thinking. In some school jurisdictions, the number of hours of instruction in home economics is decreasing, thus identifying the concepts which are most important to include and the proportion of theory to practice is a central concern. A related concern was the development of a model for home economics education which would clarify and articulate the orientation and scope of courses offered. The situational problems noted by respondents were overlap of content with other subject areas, declining enrolments and finances, limited time due to pressures of other courses (computer sciences), communication to others about home economics, and non-home economics trained teachers.

A second open-ended survey question asked respondents to indicate general trends if curricula were currently being revised. Considerable curriculum revision is occurring in many provinces. British Columbia and Prince Edward Island are not currently revising programs. Alberta, Quebec, and Saskatchewan are near completing or have completed major revisions. The remaining five provinces are either just beginning or are currently engaged in major revisions. Alberta notes an emphasis on decision making in its revised program. Newfoundland

---

[2] Summaries of all home economics programs are contained in the full report of this study *Home economics, a survey of provincial curricula at secondary level*. Copies are available from the Canadian Home Economics Association, 805 - 151 Slater Street, Ottawa K1P 5H3 for $8.00. Copies of provincial curriculum documents submitted for this study are part of the curriculum collection, Home Economics Section, University of New Brunswick.

and Alberta both mention using a modular structure to designate core and elective content. Nova Scotia may offer a course on the Canadian family to meet a grade 12 requirement in Canadian studies.

Discussion

A comparison of the present study with the data from the 1965-66 study (MacFarlane, 1966) indicates little change in the grade level at which home economics courses are offered. New Brunswick has deleted a compulsory grade 7 course, Ontario has added offerings at grade 13, and Newfoundland at grade 12. Home economics programs show that a deliberate attempt has been made to provide educational programs of value and interest to both males and females. The number of provinces retaining the use of department of education examinations has decreased from six to two. There has been little change in the status of home economics as an elective course. This elective status is particularly problematic for home economics. Health is more likely than home economics to be a compulsory course and to be offered up to grade 9. Consequently, the home economics curriculums at junior high level risk being designed according to what health is not, rather than according to what home economics is, possibly contributing to the continuing emphasis on the material manipulations of clothing and foods. In addition, because home economics is elective, students bring to the course entrenched expectations of 'doing' things. This factor linked with the competition for students, which teachers of electives generally contend, limits home economics to a narrow interpretation of its practical value.

Home economics programs show that a deliberate attempt has been made to provide educational programs of value and interest.

A central issue which home economics education needs to address is the appropriate conceptualization for secondary programs. Any curriculum that is intended to be understandable and effectual needs to address the question of the relationship between theory and practice. That is, it should articulate not only **what** a subject area is, but also **how** one knows (or comes to know) the subject. This means that curriculum should specify not only content but also process (or processes) of knowing (Peterat & McLean, 1982). If this were the case, then curriculum research and evaluations could focus on and develop both the theoretical and practical dimensions. Manitoba and Quebec, of all the provinces, most clearly attempt to specify both content and process. The Quebec curriculum is structured within a specific model of management. A similar attempt is evident in the senior secondary programs of Manitoba which have adopted a particular decision-making model (Murphy, 1966) as the central educative process. However, this process has not provided as clear a basis for organization and selection of the content as is found in the Quebec curriculum. Nevertheless, the curriculum lead of these provinces should be examined and similar attempts made by others. Other current views or conceptualizations of home economics are promising as possible bases for decision making. The conceptualization of home economics as a practical science focussed on the perennial practical problems of families as families advanced by Marjorie Brown (1980), has not as yet influenced any home economics curriculum. Nor has an ecosystem approach (Paolucci, Hall, & Axinn, 1977; Nelson, 1979) been utilized as an organizational frame. Both these conceptualizations provide possible emphasis for future curriculum development.

Conclusions

This study revealed the need for continual monitoring of home economics programs in Canada. Statistics from each province on student enrolments and numbers and characteristics of teachers are essential for an accurate monitoring of the progress and difficulties of the programs. For example, while we fear that enrolments and courses offered are declining, this is contradicted by figures in this study which show an increase in numbers of teachers during the past 2 years. However, an increase in the number of teachers does not necessarily indicate that either more courses are offered or more students are enrolling. The incompleteness of statistics is a problem. Compiling statistics from the provinces annually could contribute significantly to an accurate profile of programs in Canada.

The results of this study do not include data on the state of home economics education in the territories of Canada nor on home economics content in elementary programs. Research in both of these areas could contribute to understanding the total nature of home economics in the educational programs of Canada. Case studies of home economics programs in various regions of Canada could also contribute to our understanding of programs in action. Periodic future reviews of programs can contribute to understanding the evolving nature of home economics in Canadian schools. ☐

References

Brown, M. (1980). *What is home economics education?* Minneapolis: University of Minnesota.

MacFarlane, B. (1966). Survey of home economics education in Canadian schools. *Canadian Home Economics Journal*, 16(4), 109 - 112.

Murphy, P. (1966). *Consumer education modules: A spiral process approach.* Washington, DC: United States Office of Education, Curriculum Development in Vocational and Technical Education.

Nelson, B. (1979, April). How does applying the ecosystem approach affect the teaching of home economics? *MHETA Journal*, 25-30.

Paolucci, B., Hall, O., & Axinn, N. (1977). *Family decision-making: An ecosystem approach.* Toronto: John Wiley.

Peterat, L., & McLean, C. (1982). Re-visioning curriculum: The argument for a rationale. *Canadian Home Economics Journal*, 32(4), 185-187.

Quebec Ministry of Education. (1983). *Secondary school curriculum, home economics, Secondary II.* Author.

L'utilisation de cartes de débit dans les épiceries

Garry Hewston

L'argent comptant, les chèques ou le crédit sont des modes de paiement d'usage courant dans le commerce de la plupart des biens et services. Toutefois, dans les magasins d'aliments, le consommateur se voit presque toujours obligé d'effectuer des achats avec de l'argent comptant ou au moyen de chèques. Un nouveau mode est présentement mis à l'essai dans l'ouest du Canada et aux États-Unis : il s'agit de la carte de débit[1, 2], qui pourrait peut-être trouver une application dans les épiceries et les supermarchés.

L'objet du présent article est de présenter le concept de la carte de débit, d'en énumérer certains avantages et inconvénients, et d'en examiner les possibilités dans le secteur de la vente au détail des aliments. Nous passerons ensuite en revue les principaux arguments invoqués contre l'utilisation des cartes de crédit pour l'achat d'aliments, et nous nous demanderons s'ils s'appliquent aux cartes de débit.

Résumé

La carte de débit, empruntant la technologie du transfert électronique de fonds, pourrait fort bien se révéler un nouveau mode de paiement lors d'achats de biens et de services. L'article qui suit fait état d'un certain nombre d'avantages et d'inconvénients associés à son utilisation, tant pour le détaillant que pour le consommateur. Un avantage de taille pour le consommateur: son acceptation possible par les magasins d'aliments, un secteur généralement réfractaire à la carte de crédit.

Abstract

Debit cards are a new method of purchasing goods and services using electronic funds transfer technology. This article outlines some of their advantages and disadvantages, with particular reference to retailers and consumers. One potential advantage for consumers is that the method may find acceptance to retail food stores - an outlet not generally available to credit cards.

Différence entre la carte de débit et la carte de crédit

La carte de crédit identifie le détenteur d'un compte d'achat à crédit. Sous réserve de certaines modalités, celui-ci est autorisé à imputer l'achat de biens ou de services à son compte en vue d'un règlement futur. Le délai entre l'achat et le règlement varie. Plusieurs semaines peuvent en effet s'écouler entre la date de l'achat et celle où le client reçoit sa facture; puis un autre délai est accordé pour l'acquittement de celle-ci, en tout ou en partie. Dans ce dernier cas, le client ne se voit généralement imposer d'intérêts que sur le solde impayé.

Alors que la carte de crédit identifie le détenteur d'un compte *d'achat à crédit*, la carte de débit identifie le détenteur d'un compte *de dépôt*, c'est-à-dire d'un compte bancaire sur lequel un prélèvement peut être fait pour régler sur-le-champ un achat de biens ou de services. Au magasin, le client présente sa carte de débit informatisée; il fournit un code de signature, puis la machine vérifie le code et la carte, et délivre un reçu. Dans la plupart des cas, les débits sont électroniquement portés au compte du détenteur, sans aucun délai. Il n'est pas nécessaire toutefois que la machine soit directement reliée à l'institution financière. Les débits peuvent être réunis sur bande pour traitement ultérieur. La bande est alors remise périodiquement à l'institution financière, où les débits sont traités électroniquement. Cette façon de procéder constituera vraisemblablement une étape intermédiaire avant le raccordement direct avec les institutions financières.

Que la transaction soit réglée directement par terminal ou mise sur bande, la carte de débit se caractérise par le fait que son détenteur doit laisser suffisamment de fonds dans son compte pour acquitter immédiatement son achat. Voilà ce qui différencie la carte de crédit et la carte de débit.

En pratique, cette difference ne sera peut-être pas aussi tranchée. Les institutions financières offriront sans doute à leurs bons clients une carte de débit assortie d'une protection contre les découverts. Ainsi, la transaction de débit pourra prendre la forme d'un débit complet, d'un débit partiel avec découvert partiel, ou encore d'un découvert complet. Soulignons, toutefois, que dans le cas d'un découvert, l'intérêt s'applique dès l'instant où il est consenti, tandis que la carte de crédit comporte généralement un calendrier de remboursement.

Pourquoi une carte de débit?

Pourquoi le consommateur préférerait-il la carte de débit, qui permet d'effectuer, à l'instant, un paiement par transfert électronique de fonds (TEF), à la carte de crédit, à l'argent comptant ou au chèque? Le facteur déterminant serait les frais d'utilisation croissants des cartes de crédit et des chèques.

En règle générale, l'utilisation d'une carte de crédit n'entraîne aucuns frais supplémentaires : la facture est la même qu'au comptant. Toutefois, aux États-Unis, la loi interdisant aux marchands d'imposer des frais supplémen-

Garry Hewston est économiste à la Section de l'analyse de la demande et des prix, à la Division de l'analyse des marchés agroalimentaires d'Agriculture Canada.

©Ministre des Approvisionnements et Services du Canada, 1984. Reprinted by permission from *Revue du marché alimentaire*, volume 6 numéro 3, septembre 1984, pp. 35-39. The publication is also available in English.

---

[1] Au début de 1984, on comptait probablement moins de 50 000 cartes de débit au Canada, dont la majorité venaient d'être émises en Alberta, en Saskatchewan et, tout récemment, en Colombie-Britannique.

[2] Aux États-Unis, des cartes de débit sont mises à l'essai en plusieurs endroits et dans un certain nombre de supermarchés. Par exemple, les supermarchés Dahl's, en Iowa, acceptent présentement les cartes de débit ("Iowa, the Debit Card State", Forbes, août 1983, vol. 132, no. 5, p. 45-46).

taires pour les transactions par carte de crédit, en vigueur depuis 1976, devait expirer le 27 février 1984. De tels frais s'ajouteraient aux autres frais annuels ou frais de transaction payés aux sociétés émettrices. Le Sénat et le Congrès américains n'avaient pas encore décidé, en juin 1984, s'ils reconduiraient cette loi ou la laisseraient expirer. Dans cette dernière hypothèse, toutefois, les achats de biens et de services par carte de crédit pourraient commander un prix plus élevé, de façon à compenser les coûts supplémentaires assumés par le marchand. Si cette pratique devient la règle aux États-Unis, il est probable qu'elle soit également adoptée au Canada.

Les chèques occasionnent eux aussi des coûts croissants. Mis à part les problèmes posés par les chèques sans provision et les fraudes, les détaillants et les institutions financières font face à une montée des coûts de traitement. Ils réagiront sans doute en relevant les droits qu'ils perçoivent pour le privilège de payer par chèque.

Cette forme de paiement entraîne d'ailleurs un autre coût, soit le temps nécessaire au processus d'autorisation. L'identification exigée peut être élaborée, et même source d'embarras, en particulier si l'acheteur est de l'extérieur. Combien de pièces d'identification sont nécessaires et quelles pièces sont acceptables? Qu'arrive-t-il si le chèque est refusé? Une carte plastique universelle avec autorisation centralisée éviterait bon nombre de ces problèmes d'identification. Son acceptation quasi universelle et sa facilité d'utilisation demeurent d'ailleurs les principaux atouts de la carte de crédit.

Ainsi, le coût croissant de l'utilisation des cartes de crédit et des chèques pourrait inciter à la fois les gens d'affaires et les consommateurs à adopter les cartes de débit proposées par les institutions financières. Une autre raison pour le consommateur d'adopter ce genre de carte est que le processus de vérification et d'autorisation est généralement beaucoup plus rapide que pour un chèque.

Enfin, bien que la plupart des détaillants acceptent des chèques ou des cartes de crédit, ce mode de paiement n'est pas toujours disponible. La plupart des grands détaillants d'aliments ne prennent pas les cartes de crédit. Nous verrons dans la dernière partie de cette étude certaines des raisons expliquant pourquoi ces cartes n'ont pu s'implanter dans ce secteur. La carte de débit serait-elle appelée à y remplacer les chèques ou l'argent comptant?

Avantages et Inconvénients

Les institutions financières. De toute évidence, les avantages potentiels de la carte de débit pour les institutions financières doivent en dépasser les inconvénients, sinon elles ne l'auraient pas proposée.

Le souci de réduire les coûts est probablement à l'origine du lancement de la carte de débit. Son grand avantage par rapport aux chèques réside dans des frais de traitement moindres. En effet, le traitement des chèques est coûteux : on doit l'effectuer à la main, et l'institution doit s'occuper des chèques sans provision et assumer le "délai de compensation" (période entre le moment où un compte est crédité, et l'autre débité). La carte de débit, assortie d'un système de transfert électronique de fonds, réduirait sensiblement ou éliminerait bon nombre de ces coûts. Par ailleurs, la dispersion des liquidités dans le régime bancaire classique entraîne également des coûts. Une utilisation plus intensive des cartes de débit et des guichets automatiques permettrait des économies à ce poste.

Le principal coût de l'implantation du transfert électronique de fonds et des cartes de débit est celui de la mise en place d'un système fiable et de l'infrastructure électronique nécessaire. A supposer que les banques possèdent, en totalité ou en partie, les machines à chaque point de vente, les coûts initiaux seront élevés, sans compter l'accroissement des frais de traitement central. Toutefois, les coûts diminueront et les économies augmenteront en fonction directe du volume d'utilisation.

Il va de soi que d'autres problèmes juridiques et techniques, tel que le traitement des remboursements, devront être résolus avant que les institutions financières lancent les cartes de débit sur une grande échelle. Ces questions débordent toutefois l'objet du présent article.

Les détaillants. À l'instar de l'institution financière, le détaillant retire certains avantages de l'utilisation de cartes de débit plutôt que de chèques ou d'argent comptant. En voici les principaux:

- Garantie de paiement; tandis que les chèques peuvent faire l'objet de fraude ou se révéler sans provision.
- Meilleures liquidités. La conversion des chèques en liquidités nécessite du temps et des démarches.
- Moins d'écritures. Les systèmes de transfert électronique de fonds permettront d'automatiser la tenue de livre et l'établissement des reçus.
- Moins de décisions de crédit à prendre sur-le-champ de la part du caissier ou du gérant.
- Réduction des risques de vol (moins d'argent dans les caisses) et, de ce fait, diminution des primes d'assurance.

Bien que les cartes de crédit offrent de nombreux avantages par rapport au paiement comptant ou par chèques, les cartes de débit pourraient en offrir encore plus. À titre d'exemple, le détaillant doit payer un pourcentage du prix de vente pour profiter des cartes de crédit. Or, le coût des cartes de débit serait entièrement assumé par l'utilisateur, ou, à tout le moins, le détaillant paierait un pourcentage moindre. Par ailleurs, les cartes de débit offrent la possibilité de réunir des données sur les habitudes d'achat des consommateurs. Leur utilisation à cette fin dépendrait du cadre électronique et juridique mis en place.

En revanche, les cartes de débit pourraient occasionner certains coûts au détaillant. Leur ampleur sera bien sûr un facteur déterminant dans la décision de les adopter ou non. Ces coûts seraient fonction des facteurs suivants :

- Comment les frais d'installation et d'entretien des machines de traitement seraient-ils répartis entre le détaillant et l'institution bancaire?
- Quel pourcentage des ventes, droits de transaction ou droits d'adhésion le détaillant devrait-il verser, le cas échéant?
- Est-ce que les diverses institutions émettront leurs propres carts, ce qui pourrait nécessiter plus d'une machine de traitement, ou est-ce que toutes les cartes seront acceptées par une machine universelle?
- La répartition des transactions entre les diverses institutions sera-t-elle effectuée par un ordinateur central?

Moyennant une répartition équitable des frais d'installation et d'exploitation, l'acceptation de la carte de débit par les détaillants semble présenter pour eux certains avantages. Toutefois, tous leurs efforts en ce sens pourraient être vains si le consommateur ne l'utilisait pas.

Pourquoi le consommateur utiliserait-il les cartes de débit?

Le principal facteur incitant les institutions financières et les détaillants à promouvoir les cartes de débit est la possibilité de réaliser des économies. Voici maintenant certaines des raisons pourquoi le consommateur pourrait les adopter en remplacement de l'argent comptant, des chèques ou des cartes de crédit:

- Les cartes de débit constituent une solution de rechange au paiement en espèces.
- Elles permettraient d'éliminer le processus d'identification exigé pour les chèques.
- Les cartes de débit permettraient de limiter les achats en fonction des ressources disponibles. Certaines personnes voient des dangers aux cartes de crédit et, pour elles, une simple carte de débit pourrait remplacer avantageusement l'argent comptant.
- L'utilisation des cartes de débit pourrait être plus économique que celle des cartes de crédit, en particulier si l'imposition de frais supplémentaires sur les achats par carte de crédit est légalisée aux États-Unis et que la pratique du "paiement par usager" tend à s'implanter au Canada.
- Le privilège du paiement par chèque risque de devenir de plus en plus onéreux, et cela pourrait favoriser la mise en place d'un nouveau mode de paiement, tel que la carte de débit.
- Dans la mesure où la carte de débit ne donne accès qu'à un dépôt bancaire, n'importe qui, en principe, pourrait en détenir une. En revanche, la carte de crédit, qui constitue un compte d'achat à crédit, n'est normalement accordée qu'au consommateur dont la cote de crédit atteint une norme minimale.
- Les cartes de débit pourraient être acceptées dans les supermarchés, alors que la carte de crédit ne l'est pratiquement jamais.

Quant aux inconvénients de la carte de débit pour le consommateur, en voici :

- La perte du délai de compensation associé au paiement par chèque. Toutefois, avec le transfert électronique de fonds, ce délai est probablement plus court que la plupart des gens ne le pensent.
- La carte de débit pourrait s'inscrire dans un régime de paiement par l'usager, tandis que les utilisateurs de carte de crédit profitent d'une certaine répartition des coûts. En effet, le prix d'achat est le même que l'on paie comptant ou par carte.
- Les détaillants pourraient devenir plus réticents à accepter les chèques, car ils préféreront le paiement garanti assuré par les cartes de débit ou de crédit.

Par ailleurs, l'acceptation par le consommateur de la carte de débit devra se prêter à un certain nombre de considérations que voici:

- Y aura-t-il un coût associé à l'utilisation de la carte de débit, et dans l'affirmative, sera-t-il plus ou moins élevé que celui du chèque ou de la carte de crédit?
- Quel sera le degré d'universalité de la carte de débit : sera-t-elle acceptée à l'échelle de la ville, de la province, du Canada, ou aussi universellement que les grandes cartes de crédit?
- L'acceptation des cartes de débit par les détaillants risque d'être limitée, en particulier au cours de la phase d'implantation. En outre, il est possible que seuls les gros détaillants puissent accepter ce mode de paiement, l'équipement électronique nécessaire étant trop coûteux pour les autres.

Enfin, avant d'accepter la carte de débit, le consommateur voudra savoir quelles garanties de confidentialité et de dépôt sont offertes. Il devra être conscient de la possibilité qu'on réunisse des données sur ses habitudes d'achat[3] à partir de la carte et d'autres sources de données, activité qui, sans nuire directement à son bien-être, est perçu par certains comme un empiétement sur la vie privée. Toutefois, la Loi sur les banques interdit présentement cette forme de renseignement sur les marchés.

L'existence de garanties à cet égard est néanmoins de la plus haute importance. La simple perte de la carte ne sera pas nécessairement préjudiciable au consommateur, mais la possession de la carte et du code d'identification personnel donnerait immédiatement et directement accès au compte en banque du détenteur. Est-ce que la responsabilité, dans le cas d'un accès non autorisé, serait limitée à un montant quotidien, à un montant par transaction ou au dépôt complet? Qui serait responsable de la perte, et dans quelle proportion?

En résumé, la carte de débit offre des avantages certains pour les institutions financières, et également la promesse de certains avantages pour les détaillants. Quant au consommateur, les avantages sur le plan des coûts ne sont pas aussi évidents; la décision de l'adopter pourra se fonder sur des raisons de commodité, en particulier s'il est possible de l'utiliser pour l'achat d'aliments.

Utilisation de cartes de crédit et de débit dans les magasins d'aliments

Après le logement, les aliments représentent le plus important poste de dépenses dans le budget du consommateur moyen. En juin 1984, Agriculture Canada évaluait à 93,76 $ par semaine au Canada le coût des provisions alimentaires nutritives nécessaires pour nourrir une famille typique de quatre personnes (il s'agit d'un panier à coût faible ou moyen). Par conséquent, une commande d'épicerie moyenne peut exiger un fort déboursé sous forme d'argent comptant ou de chèque. La carte de débit pourrait offrir une solution de rechange, puisque les cartes de crédit ne sont pas acceptées dans les principaux supermarchés.

Les magasins d'aliments ont, en général, de bonnes raisons pour ne pas faire affaire au moyen des cartes de crédit. Le détaillant qui accepte ce genre de carte doit payer jusqu'à 5 % du prix de vente à la société émettrice. Or, il est reconnu que la marge bénéficiaire moyenne dans le secteur de la vente au détail des aliments est de l'ordre de 1 % du chiffre d'affaires.

L'exemple suivant illustre les retombées possibles de l'utilisation des cartes de crédit pour l'achat d'aliments. À supposer que le détaillant paie de 2 à 3 % pour ses ventes par carte de crédit et que celles-ci représentent 30 % de ses ventes totales, il pourrait devoir relever ses prix de 1 % pour maintenir son niveau de profit. (Le coût exact assumé par le détaillant dépendrait du volume de ses ventes, et de la proportion de celles-ci acquittée par carte de crédit.)

La plupart des consommateurs

---

[3] Les profils de consommateurs établis à l'aide des cartes de débit pourraient inclure des données sur qui achète quoi, à quel prix et en quelles circonstances, information qui serait fort précieuse dans l'élaboration de la meilleure stratégie de mise en marché pour chaque produit.

réagiraient vigoureusement si les prix de détail des aliments devaient s'accroître de 1 % du jour au lendemain. Les mieux nantis pourraient juger que cette hausse est compensée par la commodité résultant de l'utilisation des cartes de crédit, mais les familles à faible revenu la trouveraient fort onéreuse en raison de la proportion de leurs revenus qu'elles consacrent à l'alimentation (celle-ci peut dépasser 30 % dans les groupes les moins favorisés). Enfin, le consommateur moyen pourrait se demander pourquoi il devrait subventionner ceux qui peuvent se permettre d'acheter à crédit ou ont la possibilité d'utiliser des cartes de crédit.

L'accès limité aux cartes de crédit est un autre argument qui milite en faveur de leur exclusion des supermarchés. Ce ne sont pas tous les segments de la société qui répondent aux critères financiers nécessaires à l'obtention d'une carte. On songe ici aux défavorisés, aux personnes qui ont un mauvais dossier de crédit, et aux membres non établis de la société. Or, ces gens devraient subventionner, par le biais d'une hausse du prix des aliments, ceux qui sont en mesure d'obtenir une carte.

En revanche, les cartes de débit n'entraîneraient sans doute pas une telle subvention, dans l'hypothèse où les économies réalisées par les institutions bancaires et les détaillants compenseraient en grande partie les coûts du système. Dans cette situation, on pourrait concevoir que la carte soit offerte gratuitement au public. Une solution de rechange à cette carte gratuite, et à l'imposition possible de frais par la suite, serait que le coût du système soit d'entrée de jeu entièrement assumé par ses utilisateurs.

Advertising Rate Card #15
Effective January 1, 1985

CANADIAN HOME ECONOMICS JOURNAL

Official organ - The Canadian Home Economics Association

Published (4 times annually)
January, April, June, October

Circulation
2,500

Advertising Rates (per insertion)

	1 time	4 times	8 times	16 times
Full page	400.	383.	340.	313.
⅔ page	335.	319.		
½ page	243.	211.		
⅓ page	189.	167.		
¼ page	173.	146.		

Covers (non-cancellable)	
Inside Front	454.
Inside Back	427.
Outside Back	486.
Centre Spread	740.

Inserts
Black & white space rate
plus 103. tip in charge

Colour	
Standard	211.
Matched	238.
Process	605.
Bleed	n/c

Preferred Position Charge

15% of space rate only

Agency Commission

15% to recognized agencies

Mechanical Requirements

Type page	7 x 10
Trim page	8⅛ x 10⅞
Bleed page	8⅜ x 11⅛
Inserts	8¼ x 11⅛ untrimmed
Paper stock	80 lbs.
(Unit sizes)	
1 page	7 x 10
⅔ page	4½ x 10
½ page	7 x 4⅞
⅓ page	2⅛ x 10
¼ page	3⅜ x 4⅞

Offset Requirements

Emulsion side down. Four colour offset negatives, separated for colour, plus one set of progressive proofs. Maximum screen 133.

Journal Staff

Editor - Margaret I. Morton
Executive Director - Diana M. Smith
Advertising Manager - Steve Hanson
Business Manager - Carol Sherman

Closing Dates

1st day of the month preceding publication date.

Mailing Instructions

Send contracts and insertion orders to:
The Rep. House Ltd.
c/o Home Economics Journal
Unit #10, 1 Bell Drive
Aurora, Ont. L4G 2T2

Send production material and Inserts to:
Home Economics Journal
MOM Printing
300 Pardale Ave.
Ottawa, Ont. K1Y 1G2
(Attention: Ed Finegan)

Copy and Contract Regulations

a) Advertisers and advertising agencies assume liability for all content of advertising printed and also assume responsibility for any claims arising therefrom made against the publisher.

b) Advertiser and advertising agency agree that the publisher shall be under no liability for failure for any cause to insert any advertisement.

c) Advertiser and advertising agency are jointly responsible for payment of advertising published.

d) All advertising material is subject to approval of the publisher.

e) Cancellations cannot be accepted after closing date.

advertising
representatives

The Rep. House Ltd.

Unit #10, 1 Bell Drive, Aurora, Ontario L4G 2T2 (416) 727-0265 — Steve Hanson

D'autres arguments, d'ordre normatif, ont également été avancés pour justifier l'élimination du crédit, surtout dans les ventes d'aliments. En voici la teneur :

- Les achats d'aliments doivent être financés au moyen des actifs à court terme, et non des revenus futurs. L'achat est consommé immédiatement et ne représente pas une hausse de l'avoir propre sur laquelle la dette future pourrait être imputée.
- Les cartes de crédit encouragent les achats irréfléchis.
- Certains segments de la société, privés de ces rectangles de plastique, feraient l'objet de discrimination. Toutefois, cet argument perdrait de sa pertinence dans le cas des cartes de débit, en particulier pour les systèmes en liaison directe avec l'institution financière.
- Au Québec, la bière et le vin sont en vente dans de nombreuses épiceries. Or, beaucoup considèrent l'alcool comme un luxe (ou un mal) qu'il convient de payer au moyen des actifs à court terme plutôt que des revenus futurs. (Cependant, la société des alcools du Québec est à étudier un projet visant à introduire l'utilisation des cartes de crédit dans ses succursales[4]).

Par conséquent, bien que les cartes de débit échappent jusqu'à un certain point aux principaux arguments qui ont limité l'utilisation des cartes de crédit dans les supermarchés, les arguments normatifs conservent une certaine pertinence. Toutefois, puisque la plupart des supermarchés acceptent déjà des chèques assortis de protection contre les découverts, ces derniers arguments perdent de leur poids.

Conclusions

Au Canada, les cartes de débit pourraient bien se substituer aux méthodes classiques de règlement des transactions. Pour l'institution bancaire et le détaillant, elles permettent plusieurs économies, et, à supposer qu'ils s'entendent pour les offrir, chaque consommateur devra faire un choix éclairé quant à l'à-propos de s'en procurer une et de l'utiliser. ☐

---

[4] "And now . . . liquor on credit", *Globe and Mail*, le 5 juillet 1984, p. 12.

1984-85 Enrolment Data

University Programs in Home Economics and Related Units

Name of University	Undergraduate							Graduate		
	Program	1st	2nd	3rd	4th	Part-Time	Total	Program	Full-Time	Part-Time
Acadia	BSc(HEc)	25	16	16	17	2	76			
Alberta	BSc	77	146	145	93	28	489	MSc	41	5
	BEd(HEc)	6	20	10	15		51	PhD	5	
British Columbia	BHEc	30	50	64	47		191	MA/MSc	10	
Guelph[1]	BASc Family/Cons. St.	347	283	228	191		1049	MSc	43	8
	BComm Hotel/Food	96	115	129	98		438	PhD	2	
Laval	Bacc.diet.	46	59	40	41	4	190	MSc—Nut.	6	2
	Bacc.cons.	81	18	9		21	129	PhD—Nut.	5	1
	Cert.cons.	11				20	31			
	Maj.econ.fam.					3	3			
Manitoba[2]	BHEcol (FS)	54	42	37	30		163	MSc—Fam.St.	19	2
	BHEcol (FDNU)	72	70	35	31		208	—Food/Nut.	21	5
	BHEcol (CLTX)	58	68	39	31		196	CI/Tx.	12	
	BHEcol (COMP)	22	14	12	9		57	PhD—Interdisc.	1	
	BHEcol/BEd	4	8	9	4		25			
McGill	BSc(FSc)	63	80	24		34	201	MSc	5	2
	BEd(HEc)	6	4			4	14			
Memorial	BSc(Diet.)		6	6	4	2	18			
	BSc(Nut.)		5	10	10		25			
	BSc(Fd.Sc.)		5	5	4		14			
Moncton	BSc	14	20	9	12	2	57	MSc		4
Montreal	BSc (Nut.)	60	36	38	29		163	MSc—Nut.	24	6
	Post BSc (Diet. Intern.)				2		2	PhD—Nut.	4	
Mount St. Vincent	BScHE	36		53	16	7	112	MA	1	5
	BHE	24		43	16	10	93			
New Brunswick	BEd	9	17	9	7	5	47	MEd	1	3
P.E.I.	BSc(HEc)	12	9	7	8	3	39			
Ryerson	BAA	90	94	78	78	12	352			
Saskatchewan	BSHEc	55	68	48	32	19	222	MSc	2	1
St. Francis Xavier	BSc	22	32	28	13	1	96			
Toronto	BSc(Nut.)	55	55	55	42		207	MSc	17	4
								MHSc	14	
								PhD	13	
Western (Brescla)	BSc(HEc)/ BSc(HEc) Hon.	44	41	32	27	14	158			
Windsor	BA(SocSc)/ BA(SocSc)Hon.	23	24	16	4	62	129			

Source: Deans and Directors of Home Economics, Annual Meeting, November 1984.

[1] Part-time data not available.

[2] Undergraduate totals include 114 part-time students.

Family Compromise, Members' Definitions and Crisis-Related Behavior

Jason Montgomery

Abstract

In this paper, the thesis is presented that a "family compromise" and "family members' definitions of the situation" refer to different phenomena, and that in some families, there is a great discrepancy between the beliefs of individual family members and that which has been called the "family mind." The effect of a crisis on a family is seen as being largely determined by the way in which family members define the situation and the agreement that they reach concerning the nature of the difficulty and their most efficacious course of action. A family establishes a working compromise and its behavior manifests and reinforces that compromise. The persistence of this working compromise impedes a family's changing its patterns when pattern revision is required. Eventually, pattern non-revision leads to crisis with its concomitant disorganization, reorganization, and the subsequent development of a new working compromise. The steps in this process are explored.

Canadian Home Economics Journal, Spring 1985, *35*(2), 89-93.

Résumé

Cet article présente la thèse que les concepts du compromis de famille et des définitions de la situation parmi les membres de la famille se rapportent à des phénomènes différents et que dans quelques familles il y a une grande divergence entre les croyances des membres particuliers de la famille et ce qui a été appelé la mentalité de la famille. L'effet d'une crise sur une famille est vu comme étant largement déterminé par la façon que les membres de la famille définissent la situation et l'accord qu'ils font concernant la nature de la difficulté et leur ligne de conduite la plus efficace. Une famille établit un compromis effectif et son comportement manifeste et renforce ce compromis. La persistance de ce compromis effectif empêche une famille de changer ses modèles quand une revision de ces modèles devient nécessaire. Eventuellement, le refus de revision des modèles amène à une crise avec sa désorganisation et sa réorganisation concomitantes, et le développement subséquent d'un nouveau compromis effectif. Les étapes dans ce processus sont explorées.

Many years ago, W.I. Thomas stated: "If men define situations as real, they are real in their consequences" (Thomas & Thomas, 1928). This idea has been the basis of much research and it has helped social scientists in different disciplines to better understand human behavior. Inquiry into families is a case in point and the "family's definition of the situation" has been a useful and common term in both early and recent formulations of family crisis theory (Burr, 1973; Hansen & Hill, 1964; Hansen & Johnson, 1979; Hill, 1958; McCubbin, Joy, Cauble, Comeau, Patterson & Needle, 1980; McCubbin & Patterson, 1983; Reiss & Oliveri, 1980; 1983).

Despite its value in the past, now is an appropriate time to consider "definition of the situation" more carefully. When "family definition" is taken to mean "unanimity," important family processes are obscured. Obscured are the ways people turn their incongruent ideas into an acceptable compromise and the processes that integrate families when disagreements among members are deep, widespread, and continual. It hides the sources of a stressor's differential effect in a family, and it limits our understanding of post-stressor reorganization.

In an attempt to clarify these issues, this article will:

- trace the development of a family's working compromise as it emerges from the disparate world views of family members,
- elaborate on the ways that the working compromise reduces a family's adaptability,
- focus on post-stressor disorganiza-

Jason Montgomery holds a BA degree in Political Science and an MA in Sociology from Kent State University. He holds a second MA and a PhD in Sociology from the University of Massachusetts. He is an associate professor in the Department of Family Studies, Faculty of Home Economics, University of Alberta.

tion as a reflection of the family members' agreement and each person's congruence with the working compromise, and
- show how a family's reorganization requires the development of a new working compromise which will support new behavior patterns.

In doing this, ideas will be drawn from existing family crisis theory, the ideas will be synthesized and extended, new questions will be formulated, and possible avenues for further research will be specified.

Development of the Working Compromise

The interaction of two people who are meeting for the first time is chaotic. The more similar their values and their perceptions, the less chaos there is, but some uncertainty always attends the development of a relationship. Eventually, the chaos becomes ordered as each member learns how to act with the other and the character of the relationship is revealed.

As a relationship develops, it becomes extremely important to those involved. This importance comes from the validation of self, the fulfillment of needs, and the escalators (Bolton, 1961) and bonds (Turner, 1970) which are associated with processes of joining. The relationship's development requires some agreement in values and some unanimity in approach to life. But, unanimity is not always possible and this non-unanimity, in conjunction with the family members' desire to remain united, requires that a working compromise be reached.

"Working compromise" refers to ideas which family members acknowledge to be requisite to the relationship and about which negotiation of disagreement no longer occurs. A working compromise must be reached concerning such matters as entitlement to family membership, strength of boundaries, the level of affective response, the family's power structure, and the way that tasks will be accomplished.

"Working compromise" differs from "family mind" (Laing, 1972) and "family paradigm" (Reiss & Oliveri, 1980; 1983) in that these latter perspectives indicate agreement or even unanimity. Working compromise signifies only acknowledgment that a particular definition will be applied; the term does not denote agreement. Agreement would obviate the need for a working compromise. Working compromise implies a degree of disharmony between personal beliefs. It is based on the acknowledgment that unanimity does not exist but that the relationship's continuation requires "getting along" despite abiding differences in opinion and perception.

With agreement being more apparent than real, questions arise as to the function, importance, and nature of the working compromise; and as to the sources of the members' opinion differences. These issues will be briefly considered.

Function, Importance, and Nature

The achievement of a working compromise is vital to family functioning. Once it is established, it allows members to act independently with some assurance that their actions will be acceptable to other family members. Greater family efficiency and personal effectiveness result.

The working compromise is important because it serves to raise self-esteem levels. If the working compromise is close to our own definitions we feel that our thinking is validated. If this compromise is closer to our perspective than that of mate, our power is validated. If it is closer to our mate's, our altruistic self is reaffirmed.

Also, the working compromise promotes intimacy. Intimacy is advanced in interaction which is characterized by acceptance, predictability, and need fulfillment. The working compromise promotes mutual acceptance by lessening the impact of opinion differences. It is easier for us to conform to the working compromise than it is to conform to the more remote ideas of others. This conformance provides predictability. Finally, the working compromise promotes intimacy by making a close and satisfying relationship possible.

The working compromise of a family is in some ways different and in some ways similar to that which in a person is termed "mind." The compromise, being the product of several persons' thinking is more stable than a person's mind. Family non-consensus can be resolved by the group's dissolution but a person's mental health allows no such fragmentation.

As for similarities, both compromise and mind show themselves in congruent behavioral manifestations. Neither thoughts nor behavior are subject to dramatic change; disorganization results if such change is forced.

It must be noted that a working compromise can be the source of conflict and recurring resentment. The acknowledgment that "this is what must be done" rather than "I fully agree and I'm satisfied" suggests self-denial. Self-denial is usually accompanied by either resentment or an attempt to achieve compensation. Later conflict is likely. Moreover, conflict is associated with a working compromise when the pragmatic nature of compromise is forgotten. The ideology of togetherness extolls agreement as being intrinsically valuable and so the pragmatic nature of compliance is repressed. When we forget that self was denied for a reason, we are left with only naked sacrifice and concomitant resentment.

So, this working compromise provides intimacy, enhances self-esteem, encourages efficiency, allows families to continue, and makes our interaction understandable. The advantages of maintaining the compromise are great and exceed the disadvantages of periodic conflict and self-denigration.

Sources of differences. Because people learn about "family" in different family contexts, complete value congruence is unlikely, and, when it occurs, it is likely to be temporary. From communication theory, we understand that no two people can view the world identically (Pace & Boren, 1973, p. 64); from Berger (1963), we realize that ideas are inconstant. People creatively change their thinking as they idiosyncratically experience, and make their way in a rapidly changing world.

Discrepancies between the spouses' views and the working compromise can result from the way the compromise is reached. Large discrepancies will characterize a compromise that is imposed by a family member on others with less power or resources. Congruence between personally held ideas and the working compromise is fostered by mutuality, even handedness, and the freedom, ability, and willingness to be openly expressive.

To summarize, both a relationship's value and the importance of its continuation encourage the formulation and maintenance of a working compromise which mitigates the differences in members' definitions. People act as though they agree (and, of course, sometimes they do) and this apparent agreement is a requisite of family life.

Working Compromise and Family Adaptability

"Establishing a family" means that patterns of interaction come to exist. These patterns become accepted, and behavior becomes ordered and predictable. Family members agree to that which they can and a working compromise is created to accommodate unresolvable differences. The family would live happily ever after if pattern revision were not necessitated by changes of the family, within the family, and in its social setting. Pattern revision would present no problems except that families and family members are reluctant to change. The contribution of the working compromise to this reluctance to change is the topic of this section.

Need to change. The family's patterns must change because the family's social setting changes. Technology affects family life. Families change their own context as they move from country to city, from city to suburbia, from east to west. Different contexts require different behavior.

Also, families must change their working compromise because family members change. Persons develop and grow, and their thinking and needs change. A family must accommodate to personality change or risk the alienation or departure of the developing member (Rosenstock & Kutner, 1967). Family members also change relative to each other (Montgomery, 1982). The parenting part of the working consensus must reflect the changes in cross-generational interaction that accompany the development of independence in children.

Also, families must revise their existing patterns because particular events affect "stable" conditions. Family life includes sickness and health, members acting better or worse, being richer and poorer. Events associated with changed conditions happen quickly and require that family members revise their interaction patterns and the agreements and compromises on which these patterns are based.

Reluctance to change. It is clear that families must change, but they are reluctant to do so (McCubbin & Patterson, 1983, p. 15; Montgomery, 1982, p. 19). This reluctance has four major sources. *First*, the force of habit is strong because habitual responses obviate conscious effort in managing routine activities. Automatic behavior frees the intellect to consider other matters. Having to develop a new compromise is seen as a backward step because the conscious effort necessitates the reassignment of mental activity.

Second, there is a reluctance to change because of the investment in the way things are (Davis, 1940). Time, energy, money, and bits of ourselves go into the family's working compromise and its related patterns. To change this value-behavior set is to jeopardize this investment and/or to admit that our sacrifices were wasted.

The reluctance to change has a *third* source in that revising the working compromise creates discomfort and/or conflict. Unresolvable differences initially necessitated the working compromise and these differences become issues again when the compromise is reconsidered. We usually attempt to avoid contentious issues and the hard feelings that attend renegotiation. The result is that behavior patterns and the supporting rationale are maintained beyond their usefulness.

Finally, even if there is no conflict, revising the working compromise upsets the family's routine thought and action patterns. There is "heightened ambiguity" (Hansen & Johnson, 1979) and the family flounders as new ways are being established. Effective but inefficiently managed new patterns must replace ineffective but efficiently handled older ones and sometimes the short-term considerations of efficiency outweigh long-term (and less certain) advantages of effectiveness.

Accommodation. Families resolve the problem of balancing change and constancy by delaying the revision of their working compromise as long as possible and by accommodating themselves to its related ineffectiveness. Interaction patterns that work poorly are bolstered rather than corrected and the family slips deeper into a cycle of pattern inappropriateness, accommodation, and greater secondary difficulties.

The accommodation which maintains a failing working compromise is accomplished in several ways (McCubbin & Patterson, 1982, p. 25). Henry (1965) found unresolved conflict, sham, love with resentment, imperviousness, and non-availability to be associated with the maintenance of ineffective patterns. Another way to avoid change is to mislabel the problem (making a child the scapegoat) (Vogel & Bell, 1960). Other ways, include refusing to acknowledge that problems exist ("We are a wonderful family" —despite psychosomatic disorders, adultery, children who are out of control); being unwilling to take responsibility for pattern ineffectiveness (wife: "He doesn't make enough money," husband: "She is a spendthrift"); the disqualification of the person (family member, neighbor, therapist) who indicates that a pattern is inappropriate. All these techniques help maintain a distorted perception of reality so that the family can continue without pattern revision (Hansen & Johnson, p. 588).

Thus, resistance to change becomes more and more destructive because the original pattern continues to be ineffective and because secondary problems attend accommodation-without-correction. McCubbin's idea of "pile up" (McCubbin et al., 1980; McCubbin & Patterson, 1983, p. 11), especially "prior strains," suggests this accommodation. When inappropriateness is supported rather than corrected, stressor comes on top of stressor as the family's dysfunctional layers of accommodation are sequentially exposed.

A family's accommodation to a failing working consensus is never beneficial. Any gains (such as increased intimacy from reduced tension) which could be considered positive are only advantageous in the short-term as later events exacerbate the inappropriateness and show the gain to be brief and illusory. Accommodation eventually ends in a family's temporary or long-term disorganization.

Post-Stressor Reorganization

The stressor. Disorganization occurs when a stressor clearly indicates that additional accommodation is useless and that the working compromise must be revised. The stressor, some event which cannot be ignored, indicates to one or more family members that the family can no longer accommodate to inappropriateness (McCubbin & Patterson, 1983; Montgomery, 1982). Family members must decide: either exist with a revised working compromise or cease to exist. In either case, its working compromise and attendant behavior will be revised.

In the foregoing, predictable stressors (Montgomery, 1982; also called *normative* McCubbin & Patterson, 1983; or *expectable* Lipman-Blumen, 1975) have been considered. Surprise stressors, on the other hand, allow no prior accommodation and the revision of the working consensus must occur subsequent to the stressor and this later renegotiation is complicated by the general disorder that accompanies the stressor.

Other kinds of stressors have differential effect on the working compromise. A gradual stressor (the protracted death of an elder) will allow more accommodation than will an abrupt stressor (a child's accidental death). A stressor which all family members experience simultaneously (house fire) will change the working compromise more quickly than will a stressor which predominantly affects one member more than others (a wife's employment outside the home).

Finally, some stressors are chronic (alcoholism) and others are transitory in that they occur once and are gone. The latter represent short-term problems while chronic difficulties are long-term and unresolved. The presence of a chronic stressor with a source inside the family points to an inability to change the working compromise and the related behavior patterns; the singular nature of a transitory stressor indicates family success in pattern revision.

The stressor indicates only that something is wrong; it does not indicate exactly what part of the working compromise will need to be revised, or how this revision can best be accomplished. The stressor must be interpreted as to its relative severity, its urgency, and its source. If the stressor has accomplished its purpose, that is, if family members have become aware that they must revise the working compromise, the family moves toward disorder. This disorganization is to be expected and it can be either reformational (if it signifies the family's continued existence with new patterns) or transformational (if it leads to dissolution). It is during this disorganization that a new working compromise is established.

Reorganization after the stressor. Family disorganization refers to the inability of its members to work harmoniously in either (or both) the instrumental or affective realm. A family's disorganization may mean different things. It may mean that a working compromise cannot be established and that members are acting on their own paradigms which are at variance. Or, a family's disorganization may mean that a working compromise which includes disorganization has been established and that coping with problems rather than solving them will characterize the family's way of life. In this article, disorganization refers to the period of post-stressor confusion when the family's working consensus is in the process of being revised and the related behavior patterns are being made effective.

After a stressor, the family members interpret the stressor and eventually act. There are three steps: First, family members must know what specific parts of the working compromise no longer adequately work and agree to the way in which the compromise is inefficacious. Secondly, members must reach consensus about a solution and, finally, they must proceed to the action stage. A family's success in taking these steps is indicated by the creation and installation of effective patterns.

A family has certain characteristics which help it to accomplish the three steps. With former success in meeting crises, a family will have a repertoire of effective process patterns from which to draw. An important process pattern is acceptance by family members, that is, the acknowledgment of the value of a member's input and a belief in that person's good will.

Another important element of process patterns is a family's non-defensive climate (Gibb, 1961). Success is promoted if a family can generate new ideas and behaviors without blaming someone or otherwise holding some family member responsible for the family's plight. With no defenses being erected, family members can concentrate on that which needs to be done.

A supportive climate is also created if family members have shared goals. If each member succeeds as the family succeeds, persons will feel mutual support rather than personal attack (Hampton-Turner, 1981, p. 148).

The successful completion of the steps is promoted if there is a family member, a sponsor, who will promote progress. The sponsor may very well be the family member whose ideas were least congruent with the original working compromise but who, while the family was accommodating to ineffectiveness, was either too weak, unwilling, or otherwise prevented from being assertive. The sponsor may take the opportunity afforded by disorganization to attempt to create a working compromise that is more congruent with his or her world view. Since progress towards establishing a new compromise is usually slow, the family tends to either revert to old familiar ways or tries to deal with the problem at a superficial level. A sponsor helps the family focus on the problem and its correction (Montgomery, 1982).

Despite commonalities, the three steps have different characteristics. The first step, the arrival at consensus about the problem, requires that someone be able to analyze and find what went wrong. This analytical ability is different from the creative act required in the second step whereby a new working compromise is generated. The third step requires still another kind of skill as the family must establish action patterns based on the new working compromise.

As the family moves through these steps, it establishes precedents. Success in reaching a shared understanding of the problem will continue and promote further success. Failure or difficulty will leave residues which will affect later progress. Eventually, successful families complete the three steps and exit from post-stressor disorganization with a new compromise and effectiveness in the associated patterns.

Renewal

When the family has formulated a new working compromise with effective behavior patterns, it has virtually completed the crisis process. Only two matters remain. The first of these, consolidation (Montgomery, 1982, p. 91), is to make the new ideas and the associated patterns fit with other family patterns — those not directly affected by the stressor. Before the stressor, the working compromise was generally consistent but the consistency was lost when the ineffective pattern was corrected. Family integration requires that the correction of ineffectiveness be accompanied by pattern revision such that all patterns are consistent.

The other matter which the family must accomplish is the reestablishment of positive feelings toward each other. With the correction of pattern inadequacy, family members see themselves and each other as whole persons with emotional, psychic, and sexual needs. They can reestablish the intimacy that served to bring them together in the first place.

With the reintroduction of intimacy the family has gone full circle. First, a family moves from chaos toward order and both intimacy and a working compromise are developed simultaneously. Social, personal, and familial changes affect the family's patterns and the relationship's importance promotes accommodation. A stressor makes a pattern's ineffectiveness obvious and disorder occurs while the family attempts to reorganize itself. From the chaos of disorganization, the family moves toward order and both intimacy and a new working compromise are developed simultaneously.

Possible Research Questions and New Applications

The idea of the working compromise requires greater elaboration and application. Although the existence of such a compromise seems to make sense, whether in fact it exists requires investigation. To investigate, a husband's values could be compared with a wife's and a scheme such as that of Reiss and Oliveri (1980, 1983) could be used to categorize the spouses' orientations, their level of divergence, and their agreement with the working compromise. It could be hypothesized that value incongruence exists in all families and that family members know of this incongruence and recognize that a compromise is essential to family integration and functioning.

Another area for inquiry would be to consider the working compromise as the source of family conflict. It would be paradoxical if a working compromise keeps a family together but, at the same time, promotes conflict.

The relationship between the working compromise and power could be explored. If a working compromise exists, it should be closer to the view of the most powerful family member. The way that power, resources, and marital and gender roles affect a family's working compromise could lead to a greater understanding of the compromise as well as to a better understanding of power, roles, and the exchange of resources.

And lastly, the strict handling of the properties which pertain to different system levels could be advantageously applied to stress and disorganization. If stress was to be applied to persons and if disorganization was seen as a family property, it might well be helpful. Disorganization could then be seen as the result of stress in one or both adult family members. Probably, stress in two members will not create the same kinds of problems as will be created by a difference in the levels of stress. With stress differences, questions arise about enmeshment and the ways that stress is passed around so that the whole family gets disorganized. Other questions can be asked about a family's ability in keeping stress isolated in such a way that the family is not weakened and the stressed person is helped. The processes associated with family disorganization and personal stress cannot be clearly considered if the term "stress" is used to refer to both phenomena. ☐

References

Berger, P. (1963). *Invitation to sociology: A humanistic perspective.* Garden City, NY: Anchor.

Bolton, C. (1961). Mate selection as the development of a relationship. *Journal of Marriage and the Family, 23,* 234-240.

Burr, W.R. (1973). *Theory construction and the sociology of the family.* New York: Wiley.

Davis, K. (1940). The sociology of parent-youth conflict. *American Sociological Review, 5,* 523-534.

Gibb, J.R. (1961). Defensive communication. *Journal of Communication, 11,* 141-148.

Hampton-Turner, C. (1981). *Maps of the mind.* New York: Macmillan.

Hansen, D.A., & Hill, R. (1964). Families under stress. In H.T. Christensen (Ed.), *Handbook of marriage and the family* (pp. 782-819). Chicago: Rand McNally.

Hansen, D.A., & Johnson, V. (1979). Rethinking family stress theory: Definitional aspects. In W. Burr, R. Hill, F. Nye, & I. Reiss (Eds.), *Contemporary theories about the family,* (Vol. 1) (pp. 582-603). New York: The Free Press.

Henry, J. (1965). *Pathways to madness.* New York: Vintage.

Hill, R. (1958). Generic features of families under stress. *Social Casework, 39,* 139-150.

Laing, R.D. (1972). *The politics of the family and other essays.* New York: Vintage.

Lipman-Blumen, J. (1975). A crisis framework applied to macrosociological family changes: Marriage, divorce, and occupational trends associated with World War II. *Journal of Marriage and the Family, 37,* 889-902.

McCubbin, H.I., Joy, C.B., Cauble, A.E., Comeau, J.K., Patterson, J.M., & Needle, R.H. (1980). Family stress and coping: A decade review. *Journal of Marriage and the Family, 42,* 855-871.

McCubbin, H.I., & Patterson, J.L. (1983). The family stress process. In H. McCubbin, M. Sussman, & J. Patterson (Eds.), *Social stresses and the family: Advances and developments in family stress theory and research,* (pp. 7-37). New York: Haworth.

Montgomery, J. (1982). *Family crisis as process.* Lanham, MD: University Press of America.

Pace, R.W., & Boren, R.R. (1973). *The human transaction.* Glenview, IL: Scott, Foresman.

Reiss, D., & Oliveri, M.E. (1980). Family paradigm and family coping: A proposal for linking the family's intrinsic adaptive capacities to its responses to stress. *Family Relations,* 29(4), 431-444.

Reiss, D., & Oliveri, M.E. (1983). The family's construction of social reality and its ties to its kin network: An exploration of causal direction. *Journal of Marriage and the Family, 45,* 81-91.

Rosenstock, F., & Kutner, B. (1967). Alienation and family crisis. *Sociological Quarterly, 9,* 397-465.

Thomas, W.I., & Thomas, D.S. (1928). *The child in America: Behavior problems and programs.* New York: Alfred Knopf.

Turner, R.H. (1970). *Family interaction.* New York: Wiley.

Vogel, E., & Bell, N.W. (1960). The emotionally disturbed child as the family scapegoat. In N.W. Bell & E. Vogel (Eds.), *The family,* (pp. 382-397). Glencoe: The Free Press.

Copies of articles from this publication are now available from the UMI Article Clearinghouse.

Yes! I would like to know more about UMI Article Clearinghouse. I am interested in electronic ordering through the following system(s):

☐ DIALOG/Dialorder ☐ ITT Dialcom
☐ OnTyme ☐ OCLC ILL Subsystem
☐ Other (please specify)________
☐ I am interested in sending my order by mail.
☐ Please send me your current catalog and user instructions for the system(s) I checked above.

Name________
Title________
Institution/Company________
Department________
Address________
City________State________Zip________
Phone (_____) ________

UMI Article Clearinghouse

Mail to: University Microfilms International
300 North Zeeb Road, Box 91 Ann Arbor, MI 48106

Textile Crafts of French Acadians of Louisiana

Beverly Shea, Etta L. Finley, and Eleanor Kelley

Abstract

This study was designed to trace the development and history of the Louisiana Acadians and their textile crafts after they migrated from Nova Scotia, Canada, in 1775 and established residence in Louisiana, Southeastern United States. Five parishes in South Louisiana were chosen for this study. Information was obtained from personal interviews, written documents in libraries and archives, pictures and portraits in institutional and personal collections, and extant textiles. Key words and their related terms provided a framework for gathering information, and data were recorded on note cards with set criteria established for each type of resource. The forced nomadic lives of the Acadians prior to their emigration to Louisiana and the subsequent isolated residence in Louisiana influenced their unique textile and clothing products. Brown cotton, characteristic of the Louisiana Acadians' home weaving, gave the housewife color for her products along with some indigo dyes. The unique two-harness loom used by the Louisiana Acadians allowed limited variations of the plain weave fabric for end uses such as dress goods, accessories, and household textiles. Handmade products are still produced for personal and craft shop consumption, and the Acadian Handicraft Project, initiated in 1943, established standards for the crafts.

Canadian Home Economics Journal, Spring 1985, 35(2), 94-99.

Résumé

Cette étude a été conçue pour suivre le développement et l'histoire des Acadiens de la Louisiane et de leur artisanat textile après qu'ils ont émigrés de la Nouvelle Ecosse au Canada en 1775 et ont établi leur résidence en Louisiane, dans le sud-est des Etats-Unis. Cinq paroisses dans le sud de la Louisiane ont été choisies pour cette étude. Les renseignements proviennent des entrevues personnelles, des documents écrits dans les bibliothèques et les archives, des photographies et des portraits dans des collections institutionnelles et personnelles, et des textiles qui existent. Des mots clés et des termes connexes ont fourni un cadre pour recueillir les renseignements, et les données ont été enregistrées sur des fichiers avec des critères établis pour chaque sorte de ressource. Les vies nomades forcées des Acadiens avant leur émigration en Louisiane et la résidence écartée subséquente en Louisiane ont influence leur production unique d'étoffes et de vêtements. Le coton brun, caractéristique du tissage domestique des Acadiens de la Louisiane, et des teintures d'indigo donnaient de la couleur à la ménagère pour ses produits. Le métier à tisser unique à deux harnais employé par les Acadiens de la Louisiane permettait des variations limitées dans les étoffes de tissage simple; on produisait des tissus pour robes, des accessoires, et des étoffes domestiques. Les produits faits à la main continuent toujours à être fabriqués pour des individus et des boutiques d'artisanat, et le Projet Artisanal des Acadiens, institué en 1943, a établi certains degrés d'excellence pour les produits artisanaux.

The purpose of this study was to trace the development and history of the Louisiana Acadians and their textile crafts after they migrated from Nova Scotia, Canada in 1775 and established residence in Louisiana, Southeastern United States. In the interest of space, the Louisiana Acadians will be simply termed Acadians throughout this paper.

Rationale for Study

According to the researchers who participated in developing the Home Economics Research Assessment Planning Projections (HERAPP) report, the Bicentennial in the United States generated renewed interest in the importance of historic artifacts. Systematic investigations are underway to document historic costume and textiles as important artifacts produced by societies. HERAPP participants believe that there is a need to focus not only on the actual artifacts but also on the economic, technical, social, and political forces that account for variations in these textiles and clothing products in order to see the interaction of all of them in shaping the development and usage of these artifacts (Ritchey, 1978, p. 70).

Evidence of the growing interest in including cultural attributes other than the textile and clothing artifacts is reflected in selected studies from the *Home Economics Research Journal* and the Proceedings of the meetings of the Association of College Professors of Textiles and Clothing (ACPTC). Generally, these studies either focus on indigenous dress of selected non-Western groups (Wass & Eicher, 1980; Littrell, 1980; Nordquist, 1979), indigenous dress of selected ethnic subgroups in the United States (Cyr, 1979; Boles & Dickey, 1982) or western dress in the United States and France (Behling & Dickey, 1980; Haack & Farrell, 1980).

Although some researchers have focussed on problems as suggested in the HERAPP report, additional studies are worthy of attention. This report is presented to add to current historic research findings. Six major objectives guided the study: • to identify and describe the unique lifestyle of the Acadians which contributed to the uniqueness of their textiles, • to trace the historical usage of native Louisiana "brown" cotton in their textiles, • to describe their spinning and weaving methods and apparatus selected to implement these techniques, • to identify and describe their characteristic

Beverly Shea has an MS degree from Louisiana State University. She is currently assistant to the curator at Shadows-on-the-Teche, New Iberia, Louisiana. **Etta L. Finley** has an MA from Texas Women's University and is professor emeritus of home economics at Louisiana State University. **Eleanor Kelley** completed her PhD at Michigan State University and is currently professor of home economics at Louisiana State University.

Acknowledgment. The authors acknowledge special technical assistance from Mrs. Mathé Allain, staff member Southwest Archives, Dupree Library, University of Southwestern Louisiana; Dr. Mark Carlton, associate professor of history, Louisiana State University, Baton Rouge; Mrs. Alexis Clark, Acadian weaver, Duson Louisiana; and Dr. Thomas A. Birth, agronomy specialist, Louisiana State University Cooperative Extension Service. Dr. Neva Olsen, Director, School of Home Economics at Louisiana State University reviewed a draft of the manuscript. Debbie Anselmo provided the photographs.

weaving patterns, • to describe their techniques used to finish cloth and make dyes from native materials, • to recognize the efforts made to perpetuate Acadian culture.

Methodology

Delimiting study setting. Acadian culture thrives in 21 parishes in South Louisiana. Five contain the core of the Acadian population — Assumption, Iberia, Lafayette, St. Martin, and Terrebonne. The ten most common family names in these parishes were French and almost two-thirds of the residents were Catholics (Arsenault, 1966, pp. 72, 75). Information about the culture of the Acadians in these parishes was available in a variety of resources in Louisiana — written documents in libraries and archives, pictures and portraits in institutional and private collections, and extant textiles.

Resources used. Library and archive research was conducted in Louisiana at Louisiana State University Library, Baton Rouge Campus; Dupre Library, University of Southwestern Louisiana, Lafayette; Tulane University, New Orleans; Iberia Parish Library, New Iberia; St. Martin Parish Library, Breaux Bridge; City Hall Archives, New Orleans; and Louisiana State Museum Library, New Orleans. Library information included original documents, personal journals, and newspapers and magazines either published in or concerning Louisiana from 1750 to 1975. Archive records consisted of microfilm copies of original French documents, reports, and personal journals relating to the colonization of Louisiana by the French, Spanish, and Acadians. These microfilm copies were duplicated from original documents housed in the United States Library of Congress and official French archives in Paris.

Descriptions of looms, spinning wheels, and other related equipment as well as descriptions and photographs of actual fabrics were obtained in Louisiana from the Burden Rural Life Museum, Baton Rouge; Heritage Village Museum, Loureauville; and Art Center for Southwestern Louisiana, Lafayette. Information from homes of individuals and craft and clothing shops in the Acadiana areas augmented these holdings.

Data collection. Several key words and their related terms were selected to provide a framework for gathering information from documents, journals, magazines, and so forth. Key words were cotton, carding, spinning, spinning wheel, looms, dressing the loom, weaving, pattern weaving, finishing, dyes, surface designs, social influences, economic influences, political influences, and religious influences. Each key word was subdivided as deemed appropriate to develop an outline to explore each objective. A reference list, recorded on cards, was coded to indicate the number of the reference and page from which the notation was taken.

Personal interviews conducted either in homes, libraries, or museums, were tape-recorded and transcribed onto note cards. The questions asked in the interviews followed the outline of key words and their supplement expansions as related to each objective. After transcription, the note cards were organized according to subject.

In order to give a more uniform discussion of the Acadian spinning wheels and looms, historical examples of them and of other varieties of looms produced during a similar time frame were selected. These historical examples provided a basis for comparing Acadian spinning wheels and looms with other looms in use during a similar time span. The selected artifacts of both types were available in private collections, and the owners discussed these examples during personal interviews in their homes.

A key word form was used to provide uniform coding of extant woven items. The form included space to list the name, source, date, and description of each item. Description included fibre content, weave of pattern, color of warp, color of weft, yarn count and ply, finish, surface design, and size of item.

The resulting data cards from each source were grouped for descriptive analysis to satisfy the six objectives of the study. Appropriate documentation of ideas, including credits for locations of typical historic artifacts, is provided in the discussion of findings.

Findings

The ethnic unity of the Acadians in Louisiana was strengthened by geographic isolation from other settlements that was intensified by a limited mode of transportation; the importance of the family as the dominant social unit within the community; and their own patois of the French language.

Acadian heritage. The Acadians trace their roots to French ancestors who began to settle in Acadia, or Nova Scotia, in the early 1600s. The foundations of their Louisiana residence began with the deportation order by Governor Lawrence in 1755, some years after Acadia (Nova Scotia) and Newfoundland were ceded to Great Britain. Disorder and confusion in the embarkation order and lack of receptiveness among the colonists in the colonial settlements in New England and the eastern colonies in the United States created an uncertain period in the lives of the 18,000 Acadians who were eventually deported (Arsenault, 1966, p. 136). Many families were separated and never reunited. Even those who were received with kindness in the colonies longed to be reunited with family and reestablish lifestyles they had enjoyed in Acadia. To reach this goal, they moved whenever possible (Kane, 1944, pp. 151-152).

The Acadians heard of French Louisiana and they often considered Louisiana as a sanctuary among their own countrymen. Several groups finally found their way to the Mississippi River and migrated downstream to New Orleans. Upon arrival, tattered and gaunt, they were welcomed by French officials and citizens of New Orleans. The French government supplied provisions, provided land grants, and assisted them in settling in several plantation and bayou areas. Even after Louisiana was ceded from France to Spain in 1762, Acadians continued to migrate to Louisiana from the Atlantic Coast colonies in the United States and from Santo Domingo. An official wrote: "they [the Acadians] are reborn in Louisiana, and they will perform marvels if they are given a little assistance. Thus, at a time when least expected, this country will flourish" (Kane, 1944, p. 153).

Eventually an additional 1500 Acadians who had returned to France after the deportation migrated to Louisiana. They were unhappy in a world whose lifestyle, customs, and language were different from that in Acadia. By 1785 a sizeable Acadian colony flourished in Southwest Louisiana. They were relatively isolated in the bayous. They developed their own version of the French language — a mixture of French as spoken in the French provinces in the late sixteenth century and words from the English, Spanish, Indian, and occasionally Negro dialects with which they had contact in Louisiana. The Acadians also invented terms to describe new phenomena. For example, "tac-tac" was developed to describe popcorn (Read, 1963, pp. xix-xx). The "riverbank system" of land settlement patterns fostered the closeness to countrymen so desired after their exile from Nova Scotia. Strangers were not readily accepted in the bayous unless they were Acadians (Post, 1962, pp. 25-26). This isolation freed them to adapt their language, culture, and lifestyle to fit into the bayou country. They developed unique house styles, and the families and communities were closely knit with religion, namely Catholicism, playing a central role (Kane, 1944, p. 76).

Kane (1944, p. 11) describes the Acadian people as frugal, kindhearted, hard-working, hospitable farmers, focussing on subsistence production. The Acadian used the expression "he lives at home" to mean that the family grew, raised, or manufactured at home almost everything necessary for their existence. Although they continued the customs they had inherited from the northern provinces of France where they originated, they did adapt ideas from the regions through which they had wandered and the region in which they settled to create "a culture without parallel in the United States —a curious untypically American design that is warm and rich in values, fitting no mold but its own" (Kane, 1944, p. 11). This unique self-sufficient subsistence existence is reflected in their textile products.

Brown cotton. When the Acadians arrived in Louisiana, raw cotton, mostly a species of white Siam cotton, was exported. The French regime enacted laws prohibiting weaving of cloth in the colony to encourage importation of cloth from France (Davis, 1971, p. 87). This practice, continued during the Spanish dominion in Louisiana, was relaxed after the Acadians arrived. Spinning wheels and looms were very rare prior to their arrival; and the average family's apparel, although made at home, was constructed from imported fabrics (Davis, 1971, p. 87).

Although the law banning homespun cloth existed, weaving continued to thrive in the rural parts of Louisiana, and every Acadian farmer produced a small cotton crop for home weaving (Exner, 1960, p. 22). In addition to white Siam cotton, the staple of most of Louisiana, the Acadians grew a few rows of "yellow or Nankeen" cotton. This variety was grown to give the housewife color for weaving her cloth (Kane, 1944, p. 285). Generally referred to as brown Acadian lint cotton, this strain of cotton produced lint of very short staple, averaging less than 0.75 inch. It was considered inferior and, therefore, not used by others. Yet, use of brown cotton is one of the most characteristic and enduring features of Acadian home weaving.

The brown color of Acadian cotton is very stable and fades very little during the normal life of the woven article. This availability of natural color was important to the Acadians because all of their dyes had to be made from available, native plant materials.

Processing the cotton. The Acadian housewife processed the fibres for her family's clothing and household textiles. Her methods included some techniques used by other groups, but the totality of processing resulted in unique textile products for dress goods, purses, bedspreads, mats, doilies, bags, rugs, towels, and coverlets. She picked matured cotton from the bolls, separated seeds from the fibre by hand, and spun fibre into yarn with her spinning wheel. The resulting yarn was dyed — if it was dyed — with indigo or other vegetable dyes, and woven into cloth. Girls were taught to spin and weave at an early age, and they were expected to produce a certain amount of yarn and cloth regularly (Acadian Bicentennial Celebration Association, 1955).

After the cotton gin was invented, some Acadians owned their own gins and presses. Others paid to use a neighbor's gin at the rate of "two sous" of their ginned cotton per pound ginned (Post, 1935, p. 201). If the family did not have access to a gin, the women continued to separate seeds from fibre by hand (Griffin, 1959, p. 18).

Spinning and dyeing the yarn. The techniques of hand carding, spinning, and winding the skeins on the "niddy-noddy" (hand reel) date back to Acadia prior to the Acadians' migration to Louisiana. Acadian spinning wheels are similar to the Saxony wheels associated with the Colonial United States. However, they are smaller and simpler (Woolman & McGowan, 1929, p. 35). For example, the Acadian wheel has a single driving band connected to a pully wheel which turns the spindle. The Saxony wheel has two; one for the spindle, the other for the bobbin. The Acadian wheel omits the flyer or distaff found on the Saxony wheel. The Acadian wheel is entirely wooden, including pegged joints. The Saxony wheel has iron parts in the flyer and spindle and iron nails to hold the joints together.[1]

Yarn spun on the Acadian spinning wheel was an individual strand. Twist direction could be either an S or a Z twist, depending on direction of turning. Single yarns were used directly from the wheel for filling and also for warp if the yarn was smooth, strong, and even enough (Burnham & Burnham, 1972, p. 8). Often warp yarns were spun a second time to give them necessary strength (A. Clark, personal interview, January, 1973). Another method of achieving strength and body was to ply yarns by twisting two or more spun yarns together. However, plied yarn was used infrequently in Acadian cloth.

The typical Louisiana hand reel, fashioned of cypress wood, featured pegging of parts. It was a rectangular cross bar fitted into two up-right legs, about 20 inches high. This was attached to a substantial wooden base, approximately 12.75 inches wide and 16 inches long. Attached to one end of this cross bar were the arms, approximately 16 inches long, on which yarn was wound into skeins. Size of skeins from this hand reel is unknown.

The Acadians used indigo-dyed as well as natural brown cotton yarn. They preferred yarn dyeing because less dye was consumed than in cloth dyeing. Also, smaller lengths were easier to handle.[2] Housewives generally maintained indigo gardens and they processed the indigo into dye using a method for preparing the indigo that was in practice in Louisiana when the Acadians arrived (du Pratz, 1964, pp. 168-170, 193).

Dressing the loom (warping). The Acadians continued to use the simple two-harness looms with which they were familiar. They dressed these looms manually, and they did not remove yarns from the harness after completion of cloth. Instead, the ends of the warp yarns were tied together so they would not slip through the heddles. Then, when the pattern was woven again, the new warp could be twisted to the old warp. This eliminated the step of threading the heddles.

---

[1] Comparison of Saxony and Acadian spinning wheels in private collection of Fred W. Bates family, Lafayette, LA.

[2] Based on exhibits at the Heritage Village Museum in Loreauville, Louisiana and the Art Center for Southwest Louisiana in Lafayette, LA.

The typical Acadian loom, housed in the attic or in special sheds behind the house, was less complex than other typical two-hand looms of the 1700s. A few cantilever looms still exist, but most early Acadian looms are of the four-poster variety. A typical four-poster loom approximately 72 inches high, 79 inches long, and 59 inches wide, has four outside support posts of hand hewn ash beams about 3 inches square. The front beam, over which finished woven cloth was passed to be wound on the cloth beam, was 33 inches from the floor, a comfortable height for working the loom from a wooden weaver's stool. Six notched positions, approximately 2 inches apart for the reed frame, or batten, were along the upper front framework. Each of the two harnesses was suspended by a heavy cord from a wooden frame positioned behind the reed frame notches. The number of heddles of the harness frames varied according to design and width of cloth to be woven.

The reeds in the reed frame, much like teeth in a fine comb, were made of thin strips of cane about 3 inches long. The reeds, of various sizes, were bound tightly on the upper and lower ends between two half-rounds of wood, using cotton cord wound between each reed and around the wooden rounds. The reed frame in the typical loom had 12 dents, or spaces, per inch. Width of the reed frame determined maximum width of cloth. Maximum width possible with one typical loom was 39 inches. However, some still in existence may be used to weave cloth 42 to 46 inches wide (Smith, 1974, pp. 43-45).[3]

The typical Acadian spool rack held at least 12 spools and the paddle had at least 12 holes to enable manipulating as many as twelve warp yarns simultaneously. The Acadian looms produce less intricate designs and weaves than other types of looms. The 2 x 2 or plain weave cloth is produced with weaving techniques that have not changed since the Acadians arrived in Louisiana (Davis, 1971, p. 87).

Weaving patterns. After the loom was dressed, filling yarns were interlaced with warp yarns to produce cloth. Plain or tabby weave was accomplished by raising alternate warp yarns, one up and one down, and inserting filling yarn. As the shuttle travelled across the shed, created by this process, the hand that threw the shuttle would grasp the reed and beat the filling into place as soon as the shuttle was caught with the other hand. Then, the opposite treadle was depressed and the process repeated. Acadian weavers generally used wooden boat-shaped shuttles fitted with small rods to hold bobbins of hollow reeds or paper. The filling yarn passed through the eye of the shuttle. Located in one side of the shuttle, the eye was often reinforced with hard wood and bone. Most weavers in Colonial United States kept and followed written patterns, or drafts, as guides for threading the loom to weave a particular pattern. However, written drafts were either not made or kept by the Acadian weavers. Apparently patterns were learned and handed down from one generation to another. Perhaps this is due to the simplicity of the patterns achieved on the two harness loom. Variations to the plain weave were achieved by the Acadian weavers through the use of blue or brown warp or filling yarns to produce stripes or checks.

The most frequently used contemporary pattern is a white warp with various colored filling yarns to form a stripe. These are generally used in blankets with 15 white warp yarns per inch and 10 colored filling yarns per inch, with colors varied to produce stripes (see Figure 1). The Acadian loom was narrow, so the blanket was woven twice the desired length, cut in two equal lengths, and joined with a centre seam. This produced a blanket about 6 feet by 7 feet.

Household effects were limited in the early days of the United States. Limited supplies precluded anything solely ornamental, but weavers took time and trouble to produce bedcoverings that were beautiful as well as functional (Burnham & Burnham, 1972, p. 141). The most typical Acadian blanket includes a white cotton warp, brown cotton filling, indigo-dyed stripes and wide bands of natural brown cotton with an additional narrow stripe of indigo-dyed cotton within the wide band.[4] Others had several alternating rows of brown, indigo-dyed, and white cotton that formed the stripes of varying widths at each end of the blanket. Further variation was achieved by changing the number of rows of brown, indigo-dyed and white cotton within the stripes and varying the widths of stripes.[5] A marbled effect allowed another variation in appearance. This resulted from roughly carding together brown cotton and white cotton for filling yarns and then weaving them into a white cotton warp.[6] Many of the blankets simply contained brown and white cotton woven to create stripes throughout the blanket rather than as bands at each end. In some, brown cotton dominated with only narrow stripes of white cotton. In others, white dominated with only narrow stripes of brown cotton. Some had narrow stripes spaced symmetrically throughout the blanket; others had narrow stripes spaced at irregular intervals giving the effect of differing widths of the dominant color throughout.[7] Thus, the weaver could exercise some measure of creativity in designing the final product.

The Acadians also had several variations in their check cloth. One was a balanced check cloth with white and indigo-dyed cotton. Both warp and filling yarns had a count of 30 yarns per inch, with warp and filling pattern made by alternating six white warp yarns, and then six indigo- dyed yarns repeated the extent of the cloth.[8]

The log cabin pattern consisted of a small, broken or spurred check design. Typically, the pattern had white, indigo-dyed, and brown cotton alternated in pairs. To create this pattern an uneven number of contrasting warp yarns, entered alternately through the heddles, was repeated across the width of the cloth so two

---

[3] Typical looms in private collections of the Richard Flynn family, Lafayette, LA.

[4] Typical examples on exhibit at the Art Center of Southwestern Louisiana, Lafayette, LA.

[5] Typical examples on exhibit at the Rural Life Museum, Louisisana State University, Baton Rouge, LA.

[6] Typical example in private collection of the A.C. Deshotel family, Lafayette, LA.

[7] Typical example in textile collection, School of Home Economics, Louisiana State University, Baton Rouge, LA.

[8] Example of this pattern was unavailable to the researchers.

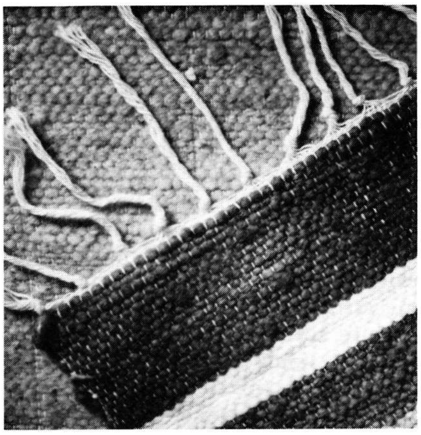


Figure 1. Small, heavy rug-weight piece of brown cotton. Features a border of dark green, yellow, and indigo stripes and white cotton fringe. Irregular weaving, slubs, and selvage visible on face and back sides of piece. Historic Textiles Collection, School of Home Economics, Louisiana State University, Baton Rouge, LA.

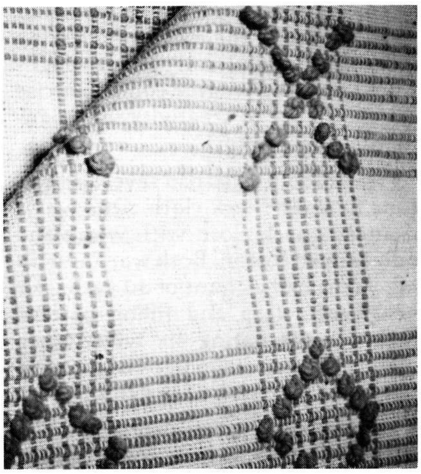


Figure 2. Boutonne pattern with white cotton foundation fabric and brown cotton decorative filling yarns. Folded to show geometric design on both sides with raised "popcorn" loops pulled up on face of fabric. Small, lightweight piece, about the size of a towel. Historic Textiles Collection, School of Home Economics, Louisiana State University, Baton Rouge, LA.

yarns of the same color came together at regularly spaced intervals.[9]

The most unique Acadian bedcoverings were the all white cotton "couvertures de mariage," or bridal coverlets. These coverlets were often finished with macrame fringe and tassels. An integral part of the dowry of an Acadian girl, they were made either by the bride herself or by an older relative of either the bride or groom. For example, a resident of Duson, Louisiana, in the late 1800s, made ten cotton blankets and ten coverlets for each of her three children before they were married (Post, 1935).

The most popular pattern for "couvertures de mariage" was the "boutonne," a term translated as idly twisted knots (Burnham & Burnham, 1972, p. 146). In this pattern, a soft decorative filling yarn was manually inserted into the plain weave ground. Both warp and filling yarns of the foundation fabric, or ground, were finer than the yarns added for patterning. The secondary filling yarns that created the pattern were pulled up in loops wherever they were desired. These loops were formed with either the fingers, a small wire, or a small knitting needle (Tidball, 1961, p. 84; Burnham & Burnham, 1972, p. 146). Experienced weavers could judge loop height without a gauge. These secondary filling yarns were placed across the width of the cloth rather than brocaded only in areas required by the pattern being woven. Common "boutonne" motifs were geometric patterns such as the square, lozenge, and "X," termed "popcorn" weave by contemporary Acadians. (See Figure 2.) Absence of loom control over this pattern gave the weaver freedom of design, and the weavers' sense of design made these creations a major contribution to the cultural heritage of Louisiana. Although "boutonne" designs date from the Eleventh Dynasty of Egypt (and were in wide-spread use in southern Europe, Spain, Italy, Transylvania, Crete, and Finland), no known examples exist in France. Some do exist in Eastern Canada, however, suggesting that the Acadians brought the technique with them when they migrated.

A typical white cotton Acadian "couverture de mariage boutonne" was patterned in squares. Secondary yarns may be found in both warp and filling, or in warp only. Typically when secondary yarns were in warp and filling, the patterns were created by using 40 warp yarns, then a single heavy secondary yarn with 10 warp yarns between each secondary yarn, until there were 4 secondary yarns in the warp. This pattern was repeated across the width of the cloth. The square design was made of 16 loops, each created by raising the secondary filling yarns at the points where they crossed the secondary yarns in the warp. When the secondary yarns were in warp only, they were spaced evenly across the width of the cloth.[10]

Finishing the cloth. After the cloth was woven, several finishing processes were employed. The processes varied with different kinds of cloth, but generally were limited to washing with soap and water, shrinking, drying, and shaping and, on occasion, dyeing (Pritchard, 1956, p. 36; Linton, 1963, p. 377).

The Acadian housewife used soap very sparingly. She boiled clothes in an iron kettle; then took them to the bayou or pond where they were washed on a corrugated board mounted a few inches above the level of the water. She knelt barefoot by the water, with skirt tucked into her belt to keep it from getting wet and turned and splashed the garment with one hand while beating it clean with the "battoir" held in the other hand. The "battoir" was shaped much like a short boat paddle (Post, 1935). Freshly washed clothing was smoothed out and shaped to dry in the sun. Sunbleaching seems to be the only method used to bleach cloth.

Applied surface ornamentation. Most of the Acadian fabric designs were created during weaving. However, quilts offered one opportunity for creative surface design. The Acadian women termed their quilts "piquer les quiltes." Covers were pieced together in various designs from remnants of cloth or old clothing. Some, still in existence, show no definite pattern but were simply rectangles of cloth sewn together.[11] The filling of Acadian quilts was made of hand-carded wool sheared from sheep raised by the Acadians. Backings were generally plain homespun cloth. When the cover had been pieced together, the back, filling, and cover were placed together and stretched on a wooden quilting frame placed over wooden A-frame supports. The women gathered around the stretched quilt and stitched the back, filling, and cover together in designs which quilted the cloth (Pecot, 1932, p. 41, 42).

Acadians rarely used embroidery and other surface ornamentation and, then, only on garments for special occasions. The few existing examples of embroidery were generally found on infant christening gowns and caps and on wedding dresses. Acadian descendants still make christening dresses, sold in small retail shops in Southwest Louisiana. A typical Acadian christening outfit was embroidered with rows of brair stitches, tucks, and inset lace. The inset lace created a centre panel down the front and around the bottom of the gown. Embroidered floral designs appeared above the band of the inset lace around the bottom of the gown. Generally, the name of the first child to wear the gown was embroidered on the centre front panel before christening and each successive child's name was added before christening. The additions were added to the panel in order of birth. Below the lace inset rows of tucks were separated by a garland of briar stitches. The hem and sleeves were finished with two rows of lace. The accompanying slip also was trimmed with lace around neck, armholes, and hem. The front was decorated with a small group of embroidered floral designs similar to the ones on the gown. The cap featured rows of briar stitches, tucks, and inset lace to match the upper bodice of the gown. All were made of very fine white cotton fabric.[12]

---

[9] Typical example found in patchwork quilt at the Shadows-on-the-Teche, a National Trust house, New Iberia, LA. Fabric scraps were formerly used in clothing worn by David Weeks, builder and owner.

[10] Typical examples are in private collections of the James Bourgs family and the A.C. Deshotel family, Lafayette, LA.

[11] Typical example in textile collection. Shadows-on-the-Teche.

Preservation of past heritage. During the economic depression at the end of the nineteenth century, Mrs. Margaret Johnston and her sister, Mrs. Sarah Leeds, thought that the unique Acadian handwoven cotton cloth would make an attractive, saleable item. The Christian Women's Exchange of New Orleans provided an outlet (Johnston, 1893, p. 5). This interest in Acadian handicrafts grew over the years until the Acadian Handicraft Project was established in 1943. By 1960, there were 39 retail outlets in 31 communities in Louisiana, and in 1959 alone, 8,431 handmade articles, including weavings, were sold by the project (Exner, 1960). One Acadian descendant, Madame Dronet of Erath, Louisiana, made and sold her homespun cloth in her home through the 1960s. Her husband, John Baptiste Dronet, grew all of the brown cotton she used (Erath, no date, p. 64). In 1929, she was selected to weave the bedspread presented to President Hoover from the Acadians in Louisiana. (Goldstein, 1936). She also wove the bedspread presented to President Eisenhower when he was inaugurated in 1957 (Erath, no date, p. 64). This practice of the weaver growing the cotton, spinning it, and then weaving it is probably dying out. Mrs. Alexis Clark, whose personal interview (January, 1973, Duson LA) proved invaluable to this study, believes she may be the last to completely produce the Acadian woven product from growing the cotton through weaving the finished product. However, Acadian weaving continues to flourish and authentic crafts, meeting standards established by the project, are sold through the Acadian Craft Shop. This shop is housed in a replica of an Acadian settler's home maintained by the State Parks Commission in the Longfellow Evangeline State Park, New Iberia, Louisiana.

Summary

The Acadians in Louisiana clung tenaciously to their familiar customs and patterns of living as the sole identity to their past heritage. Their strong desire for ethnic closeness was strengthened by geographic isolation from other settlements in Louisiana, limited water transportation on the bayous, riverbank land use patterns, and their unique patois of the French language. Isolation, combined with subsistence farming and trapping economy, provided a harmonious setting for the simple, mainly utilitarian, textiles they produced.

Some of the unique aspects of producing the Acadian textiles such as the growing of the brown cotton by the home weavers is dying out. However, the basic heritage of producing the woven pieces remains. The Acadian Handicraft Project was established to preserve this unique aspect of Acadian heritage. Since this study was completed, emphasis on preserving French heritage, including Acadian heritage, has increased. Early Acadian textiles are now recognized as valuable artifacts of the cultural heritage of Louisiana. Many of the remaining pieces are in private collections; however, a number are available for public viewing in the various museums, libraries, and antebellum homes in the state. ☐

References

Acadian Bicentennial Celebration Association. (1955). *Our Acadian heritage: Let's keep it*. Louisiana Department of Commerce and Industry.

Arsenault, B. (1966). *History of the Acadians*. Quebec: L'Action Sociale Ltée.

Behling, D.U., & Dickey, L.E. (1980). Haute couture: A 25-year perspective of fashion influences, 1900 to 1925. *Home Economics Research Journal, 8*, 428-436.

Boles, J. & Dickey, L.E. (1982). Navaho rugs: Evolution of the Grando style (1890-1920). *Home Economics Research Journal, 11*, 98-105.

Burnham, H.B., & Burnham, D.K. (1972). *Keep me warm one night: Early handweaving in Eastern Canada*. Toronto, ON: University of Toronto Press.

Cyr, K.S. (1979). Dress of the Chippewa (Ojibwa) Indians: An analysis of change from 1640-1940. *Combined Proceedings, Eastern, Central and Western Regional Meetings, Association of College Professors of Textiles and Clothing*, 100-101.

Davis, E. A. (1971). *Louisiana: A narrative history*. Baton Rouge, LA: Claitor's Publishing.

duPratz, M.L. (trans.). (1964). *The history of Louisiana or of the western parts of Virginia and Carolina: Containing a description of the countries that lie on both sides of the river Mississippi: With an account of the settlements, inhabitants, soil, climate, and products*. New Orleans, LA: Pelican Press.

Erath: Where Madame Dronet keeps alive the ancient art of weaving. (no date). *Louisiana's Deep South*. Shreveport, LA: Journal Printing.

Exner, B.B. (1960). Acadian brown cotton. *Handweaver and Craftsman, 11*, 22-24.

Goldstein, A.H. (1936). Madame Dronet, Acadian weaver. *Know Louisiana*. Louisiana Highway Commission Tourist Bureau.

Griffin, H.L. (1959). *The Attakapas country*. New Orleans, LA: Pelican Publishing.

Haack, E.J., & Farrell, J.A. (1980). Adult costume in Iowa towns, 1870-1880. *Home Economics Research Journal, 9*, 130-138.

Johnston, M.A. (1893). *In Acadia. The Acadians in story and song*. New Orleans, LA: F.F. Hansell.

Kane, H.T. (1944). *The bayous of Louisiana*. New York: William Morrow.

Linton, G.E. (1963) *The modern textile dictionary*. New York: Duell, Sloan and Pearce.

Littrell, M.A. (1980). Home economists as cross-cultural researchers: A field study of Ghanaian clothing selection. *Home Economics Research Journal, 8*, 307-317.

Nordquist, B.K. (1979). Traditional textiles and clothing of Nepal. *Combined Proceedings, Eastern, Central and Western Regional Meetings. Association of College Professors of Textiles and Clothing*, 36.

Pecot, M.A. (1932). *The Cajun*. Unpublished Master's thesis, Louisiana State University.

Post, L.C. (1935, March). An Acadian art, traces of handicraft of Attakapas country yet found in homes of Southwest Louisiana parishes. *LSU Alumni News*.

Pritchard, M.E. (1956). *A short dictionary of weaving*. New York: Philosophical Library.

Read, W.A. (1963). *Louisiana-French*. Baton Rouge, LA: Louisiana State University Press.

Ritchey, S.J. (1978, April). *HERAPP Report*. Blacksburg, VA: Virginia Polytechnic Institute, College of Home Economics.

Smith, R.E. (1974). Acadian weaving. *Louisiana French furnishings 1700-1830*. Lafayette, LA: Art Center for Southwest Louisiana.

Tidball, H. (1961). *The weaver's book: Fundamentals of handweaving*. New York: Macmillan.

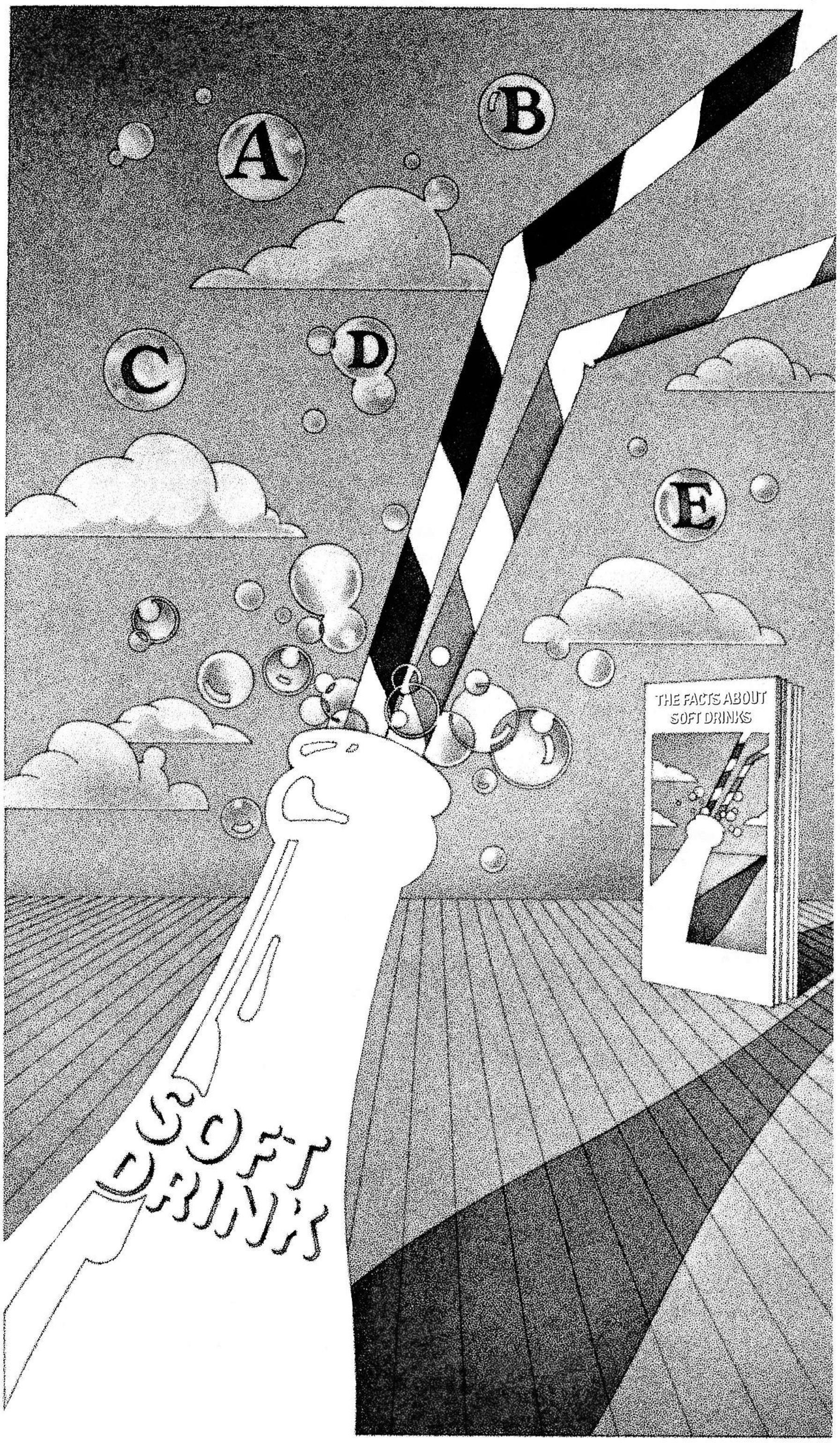
Wass, B., & Eicher, J. (1980). Analysis of historic and contemporary dress: An African example. *Home Economics Research Journal, 8*, 318-326.

Woolman, M.S., & McGowan, E.B. (1929). *Textiles: A handbook for the student and the consumer*. New York: Macmillan.

---

[12] Typical example in private collection of Beverly Shea, New Iberia, LA.

SOFT DRINKS. THE HARD FACTS.



It's a fact that soft drinks are a part of everyone's lifestyle. So you may want to know what's in them.

To give you and the people you counsel the opportunity to become more familiar with the hard facts about soft drinks, the Canadian Soft Drink Association has put together a booklet called, "The Facts About Soft Drinks". We are also producing an educational film about soft drinks (available in the Fall).

These materials do not suggest that soft drinks are a substitute for proper nutrition, they simply describe what they're made of, how they're produced, their history, their diet implications and other important facts... and, remind you that this refreshing taste treat—like any good thing—should be taken in moderation within the context of a well-balanced diet.

We also have available a poster and brochure on the proper care and handling of glass bottles.

The booklet, poster and brochure are free for the asking and if you are interested in the film, just drop us a line.

We'd like to give you the hard facts about soft drinks.

Canadian Soft Drink
Association,
5th Floor,
443 University
Avenue, Toronto,
Ontario M5G 1T8

SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

Small Expectations: Society's Betrayal of Older Women

Leah Cohen. (1984)
Toronto: McClelland and Stewart Limited, 215 pages, $19.95

Small Expectations: Society's Betrayal of Older Women, is a hard-hitting title which prepares the reader for a sobering account of the older woman's lot in our society. Cohen has made the book compelling to read as much of her work is based on interviews with aging women. The accounts of these women are poignant and lend a firm foundation to Cohen's book.

Cohen found that women's fear of aging begins in their twenties "when they see their first gray hair or wrinkle." This loss of a sense of attractiveness is only the beginning — lifestyle problems build with age, not dissipate. Generally, the difficulties discussed are: self-image and sexuality, inappropriate health care, substandard housing, violence against older women, and poverty. The situation of older women is bleak. For women who are 65 years of age or older, and who are single, widowed, separated or divorced, two out of three suffer acute financial hardship. Negative societal attitudes and treatment as well as poverty affect the older woman's sense of self-worth and dignity. The loss of control over their lives seems to be the overwhelming concern. On the positive side, there are accounts of aging women who have successfully faced adversity and a discussion of the emerging political activism by, and on behalf of, women.

The book does much to focus attention on an unpopular issue: the difficulties of aging particular to women. There is some discussion about what is being done to benefit women, but mainly Cohen intends to offer a vivid awareness of the older women's expectations.

This book has a clear format, making it interesting to read for those who are concerned with these issues.

Reviewed by:
Cynthia C. Olson, BHEcol (Family Studies)
Winnipeg, Manitoba

New Releases on Weaving Craft from Interweave Press

Learning to Weave with Debbie Redding (1984) by Debbie Redding, 238 pages, $17.00 (U.S.); *Samplers You Can Use* (1984) by Penelope Drooker, 94 pages, $15.00 (U.S.); *Clothing from Hands that Weave* (1984) by Anita Luvera Mayer, 162 pages. Loveland CO: Interweave Press.

These are three exciting books that will be enjoyed by those readers for whom weaving is almost a passion.

The first, *Learning to Weave with Debbie Redding,* is a series of fifteen lessons of progressive difficulty which provides the novice weaver with the basics of four-harness loom weaving. It is an easily-read book with clear pictures and large clear type. Drafts are large and well-explained. Numerous photographs and illustrations are situated within each lesson and have direct relation to the text. Wide margins leave room for weaver's notes. The author states that the book is designed for the "very" beginner. While this is true for most of the book, I believe that experienced weavers will find the latter sections on double-weave, lace weaves, and overshot useful. Over thirty pages are devoted to warping the loom! A teacher of weaving will appreciate Redding's clear presentation.

Debbie Redding advocates making samplers — lots of them. *Samplers You Can Use* provides examples of many articles that can be made from small samples (some are larger, more ambitious products). While exploring weaves, yarns and setts, the weaver can produce useful and rewarding items. With Penelope Drooker's book, the beginning weaver will want to try making the items and will be guided through the intricacies of each topic, constantly learning new possibilities. Explicit instructions are included for twelve projects.

In *Clothing from the Hands that Weave,* Anita Mayer explores: history of rectangular garments, fit and pattern development, edges and finishings. This book is reminiscent of an early and treasured Royal Ontario Museum (ROM) publication, *Cut My Cope;* by Dorothy R. Burnham (1973). Mayer cites a visit to the ROM as inspiration and gives as one example of a garment from rectangular shape, the Hudson Bay blanket coats of early fur traders. The book will be especially useful to a teacher of clothing and design because of the emphasis on development of clothing from skins and products of the loom. Sewers and hand-stitchers could adapt the ideas to purchased cloth. A 22-page portfolio of color pictures, accompanied with diagrams and measurements to complete the projects, appears inspiring. The section on how to take body measurements and plan garment size would be particularly useful in planning a woven project.

The three books are spiral bound and will remain open for easy reference at the loom. The durability of the covers is of concern. Since the covers are made of thin paper and the books are very tightly bound, the covers may soon wear off.

All three weaver-authors have described weaving as something they **have to do,** a force from within. We should be glad they have shared this love of weaving with us in their books.

Reviewed by:
Elizabeth Barker, BHE, MSc
Nutritionist and avid weaver
Winnipeg, Manitoba

Nutrition in Adolescence

L. Kathleen Mahan and Jane Mitchell Rees. (1984)
Toronto: C.V. Mosby, 331 pages, $11.95

This book is intended to assist in the provision of nutritional care to adolescents. Basic nutrition principles are presented and their application to nutrition concerns during adolescence are discussed. This is done by adopting a multidisciplinary approach which considers nutrition as a part of the adolescent's "larger developmental and social context."

The book considers the physiological and psychosocial development of adolescents and then discusses nutrient requirements and assessment of nutritional status. An examination of those environmental factors that influence adolescents' food patterns and eating habits follows. This information is applied to specific nutrition-related concerns of adolescence. These issues are eating disorders, physical fitness and athletics, chronic medical problems, nutrition and adolescent behavior, and pregnancy. The book concludes with a chapter on nutrition counselling of adolescents. This highlights the nature of the book, which emphasizes the practical application of nutrition theory.

Mahan and Rees have presented a synthesis of the information available on nutrition during adolescence. This book can serve as a useful reference tool for both students and health professionals interested in providing nutritional care to adolescents.

Reviewed by:
Debra Lynn Jones, BA Sc Hons
Graduate student
University of Manitoba
Winnipeg, Manitoba

Parkland Palate

Compiled by Anne (Nesbitt) Mense. (1984)
Winnipeg, MB: Ark Publishing, 190 pages, paperback (spiral bound) $12.95

Canada's heritage is celebrated, in both the culinary and natural sense, in this cookbook commemorating the National Parks of Canada Centennial in 1985.

The recipes were collected from people who live, work, and/or play in our national parks — from the chefs of the grand hotels to local RCMP officers to those cottagers, campers, and hikers who make the parks their second home. The diversity of our nation radiates from the pages as we glimpse at all 29 national parks; enjoy the amusing stories and personal anecdotes; and peruse the regional delicacies and everyday fare.

The book is divided into ten sections, from appetizers to desserts, including a section on "Children's Favourites and Outdoor Treats." Canada's frontier beginnings are recalled by recipe ingredients such as chokecherries, partridgeberries, dandelions, lichen, caribou, and other wild game and birds. The gastronome will delight in the use of wild rice, fiddleheads, and arctic char. However, the majority of the recipes are suited to contemporary eating patterns, making this a highly usable cookbook.

The book is well designed with a spiral spine allowing easy use. The recipes, with ingredients listed in metric and imperial units, are quickly and easily read. The striking photography of the parks and the featured foods sparks interest and appeal.

Parkland Palate is neatly blended to preserve our culinary heritage and parkland memories, and is an appropriate addition to any Canadiana and/or cookbook collection.

Reviewed by:
Barbara Baczynsky, BHEc
Freelance home economist

If you are interested in
reviewing a book please contact the
Book Review Editor
Elizabeth Barker
1015 Dakota Street
Winnipeg MB, R2N 1P2
stating your area of interest.
A complimentary book which may be
kept will be sent to you for
review.
Si vous vous intéressez à
faire un compte rendu d'un livre,
veuillez prendre contact avec le
rédacteur des comptes rendus
Elizabeth Barker
1015 Dakota Street
Winnipeg MB, R2N 1P2
en indiquant les sujets qui
vous intéressent.
Pour préparer votre compte rendu
nous vous donnerons un exemplaire
du livre que vous pourrez garder
par la suite.

Deadline for submission of articles or items for the **Fall 1985** issue of the CHEJ is **June 15, 1985 and for the Winter 1986** issue is **September 15, 1985.**

La date limite pour faire une soumission pour le numéro d'**automne 1985** de RCEF est le **15 juin, 1985.** Pour le numéro d'**hiver, 1986** de RCEF, la date est le **15 septembre, 1985.**

ERRATA

Transforming Social Institutions

CHEJ, Winter 1985, 35(1), 23.

A printing error occurred in the last two paragraphs of the section "Empowering the Community" in this article. They are reprinted correctly below.

It is obvious that this process has within it some tension between the government's wishes for reform and the boards' needs for involvement and autonomy. Where does the legitimate interest of each group end? The key to managing this issue has been the existence of the Implementation Working Group, a committee made up of the presidents and executive directors of the new agencies, the senior staff and volunteer presidents of the existing agencies, the Director of Child and Family Support, and the Assistant Deputy Minister. This committee has met every 2 weeks as a management team for the process. As the boards have developed and hired their senior staff, it has become clear that this committee needed a stronger mandate. This now has been provided by the Minister and the committee has become clearly responsible for most of the implementation activities, rather than simply being a clearing house, with no executive authority. Nevertheless, there remains significant tension between the boards, who feel that they must establish and retain their identity, and the similarly obvious need for co-ordination of the overall process.

Each board is developing their own approaches to communicating with their communities, in order to build upon the new membership base. The key activity will be the local area meetings and development processes which will lead to the development of local resource centres. This process will begin during the fall and early winter of 1984-85. Finally, staff deployment will occur during the winter with case-transfers completed and new offices opened by the early spring of 1985.

The editors apologize to Tim Sale and to our readers for this error.

Abstracts of Current Literature

Submitted by
College of Family and Consumer Studies
University of Guelph

The role of disciplines in the consumer sciences

L. Shepard, (1984)
Journal of Consumer Affairs, 18(1), 147-157

This essay explores the relative merits of interdisciplinary versus disciplinary approaches to university undergraduate education. The author uses the term *discipline* to refer to "a distinct way of thinking or world view." People who share a discipline share a distinctive and orderly way of analyzing problems or a common system of logic; what they do not have in common is a subject matter area. Interdisciplinary approaches to an undergraduate education then, would provide a common subject matter area but not a common way of thinking.

Using these definitions, Shepard examines the relative costs and benefits of an undergraduate education in consumer studies. According to the author, the question of interdisciplinary versus disciplinary scholarship results in a tradeoff between what one thinks about and how one thinks about it. The disciplinary approach provides students with a system of logic for making decisions but little insight into the nature of complex issues or problems. The interdisciplinary approach, by blending the efforts of a variety of approaches, offers more potential for both the understanding of complex issues and the solving of common problems.

Shepard questions whether students can truly benefit from an interdisciplinary education at the undergraduate level because they have not yet developed a system of logic or a way of viewing problems that can be applied to complex issues. According to Shepard, consumer studies departments are most effective as units for graduate-level education or for research rather than for undergraduate problems.

Nancy Hall, MSc

Product use as communication: A fresh appraisal of a venerable topic

R.H. Holman, (1980)
In B.M. Enis and K.J. Roering (Eds), *Review of Marketing*, (pp. 250-272). Chicago: American Marketing Association,

This article examines the use of commercial products as a means of communication. The author attempts to supply a theoretical scheme according to which researchers may observe the kinds of messages carried by consumer goods, the manner in which these messages are encoded and decoded by the users of consumer goods, and, finally, the uses to which goods so constituted are put. As background to the process of establishing this theoretical scheme, a thorough review of the relevant literature is provided.

Rebecca Holman is a name well known to scholars in the field of clothing. She is responsible for some of the most innovative and important recent work in this field. It is therefore a matter of some concern to those in the field of clothing research that she should now appear to have taken up the study of product symbolism. Have we lost one of our brightest stars? The answer to this question is not straightforward.

Holman does appear to have moved away from the study of clothing. Her present position as a market researcher with the advertising firm of Young and Rubicam in New York suggests as much. It is also true, however, that our loss in this case is probably also our gain. To see Holman move into product symbolism is to observe what may be an important development for the field of clothing symbolism and the beginning of a period of transfer of ideas between areas of research which will prove mutually beneficial.

It is clear that the work done on the expressive properties of clothing by researchers such as Roach, Eicher, the Lauers has contributed substantially to work on the expressive properties of consumer goods. The impressive recent growth of work in this latter field may be attributed to the use of ideas developed by clothing researchers, and to the activity of scholars, such as Holman, trained in the clothing field. Clothing researchers should now find their ideas and students returning to them with profit, refined through application to another field. Holman is, one hopes, only the first of a series of clothing scholars who move into and then return from the field of product symbolism.

Grant McCracken, PhD

Working and watching: Material employment status and parents' perception of their three-year-old children

U. Bronfenbrenner, W.F. Alvarez, and C.R. Henderson, Jr., (1984)
Child Development, 55, 1362-1378

The dramatic increase in labor force participation rate of mothers with young children in the last 10 years is transforming the nature of family life in North America. Today more than 50% of Canadian mothers with children under 3 are in the labor force. This change has heightened interest in the effects and correlates of maternal employment for all family members. Earlier reviews have suggested that maternal employment seems to have a salutary effect on girls, but may exert a negative influence on boys.

This study was designed to investigate a possible explanation for those findings and was carried out in a large urban city. Open-ended interview data regarding parents' perceptions of their work, family experiences, and children were obtained for 152, 2-parent familes with a 3-year-old child. The conceptual and analytical approach utilized was based on Bronfenbrenner's ecological framework. The results indicate a complex interaction of work status (full-time, part-time, or homemaker) and mother's education (grade 12 or less vs. higher education) as factors affecting both mothers' and fathers' perceptions of boys and girls. In brief, for mothers without further schooling beyond high school, the more hours the mother worked outside the home, the less positively she viewed her 3-year-old children — both boys and girls. For these mothers, the most positive descriptions of children were obtained from women employed on a part-time basis. For women with at least some post-secondary education, a different picture emerged — women employed full-time gave the most positive descriptions of daughters and the least positive descriptions of sons. In these circumstances girls were described as independent and competent while the descriptions of boys suggested that they were perceived as aggressive or non-compliant, and required additional supervision and control.

The authors concluded that maternal employment may entail both significant costs and benefits for child rearing, and that the balance between the two can vary as a result of many other factors, both organismic and environmental in nature. In particular, the meaning and gratifications derived from work by women with varying educational backgrounds and career aspirations, and the extent to which employed women and their spouses redefine and adapt to changes in the traditional homemaker-wife-mother role seems to interact with young boys' and girls' needs and characteristics to produce different life circumstances, perceptions, and feelings. Additional studies should provide more complete understanding of the complex personal and familial antecedents, correlates and consequences of the "new demography" of contemporary society.

Donna S. Lero, PhD

Family-oriented nutrition education and preschool obesity

M. Venters and R. Mullis, (1984)
Journal of Nutrition Education, 16(4), 159-161

This review paper presents interdisciplinary findings from a wide range of sources with the purpose of identifying family practices and behaviors which contribute to preschool obesity and suggesting effective obesity control strategies that can be used in family-oriented nutrition education programs.

Several investigators have identified underlying family factors that contribute to obesity such as family values, beliefs, and modes of interaction. Understanding these factors can help to explain causes for obesity as well as lead to effective intervention strategies. Understanding a family's belief system including its cultural implications is cited as an important step in designing effective weight control strategies. In some cultural groups, plumpness is regarded as the ideal for preschoolers. The family concept of a *healthy* body weight would have to be challenged before weight per se could be changed.

The family therapy literature provides evidence which documents the need to consider family interaction patterns and how eating and exercise habits may be expressions of these interactions. There are differences in the ways in which functional versus dysfunctional families use food as a mode of communication. Several illustrative examples are given to demonstrate how nutrition interventions can vary depending on type of family.

Family problem-solving styles differ on many dimensions such as degree of co-operation and agreement, and openness to new information. Nutrition education programs are more likely to succeed if they take these different styles into account.

While no simple solutions exist for preschool obesity, knowledge of several important family factors from interdisciplinary investigations increase the nutritonist's ability to support families with an obese preschooler. Examination of these factors may also serve to encourage referrals to other appropriate professionals.

Donna M. Woolcott, PhD

Consumer food and nutrition study: A Good Housekeeping Institute Report

Good Housekeeping Institute, (1984)

In May 1984, a study of 200 women in 20 metropolitan areas of the United States was conducted to document consumer lifestyles with reference to food choices, eating patterns, and food preparation methods and to compare the findings with previous studies.

Researchers found that in the 1984 marketplace, the economic value of food was determined by a combination of factors such as freshness, nutritional value, safety, and the ability to prevent health and weight problems together with a reasonable price, rather than by price alone. A significant number of consumers were modifying their diets to avoid undesirable food components. Restriction of salt/sodium was the prime priority followed closely by restriction of white sugar, cholesterol, saturated fats, food preservatives, and artificial flavorings. There was also a significant increase in the use of aspartame. Half of the consumers surveyed felt that certain manufactured foods could be improved, in particular by the removal of salt.

With respect to food safety, over half the women were very seriously concerned that the tampering of food packages and open bins in supermarkets could pose a potential health hazard. Changes in meal patterns were observed — families reported eating fewer meals together and more foods on the run and children's meal patterns were reported to include increased consumption of fresh fruits and vegetables and less sweets/sugar. Consumers served meat, salad, and bread most frequently at dinner and, compared to previous surveys, desserts were served less frequently. There was increased interest in Italian food, fish, and Chinese food as examples of the use of different types of food.

This study provides practical information that will be useful to food processors in the development of new products to meet the changing requirements and expectations of the consumer.

Anne Goldman, MSc

New Developments

. . . In Products

Canadian Beef

Figures from a new study show that Canadian beef is much leaner than many health professionals realized. The author of the study, Dr. Stephen Jones, an Associate Professor of meat science at the University of Guelph, said, "Our values indicate that trimmed cuts of beef, particularly those from the hip such as round steak, or rump and eye-of-the-round roasts, are comparable in calories and fat content to chicken and fish."

The results of the 3-year study, financed by Agriculture Canada, showed that the fat content of commercially trimmed Canadian beef has been overestimated by as much as 60%. People who trim the visible fat before eating, and who choose lean cuts, such as round steak, will be eating only 5 to 7% fat.

For more information contact Dr. S. Jones, University of Guelph (519) 824-4120 (Extension 3671) or Pat Scarlett, Beef Information Centre, Vancouver Office (604) 985-0113.

Source: News Release, (1984, November). New data shows Canadian beef is leaner.

Financial Services and Seniors

If you're approaching 60, or know someone who is, then you should look at the benefits and special services that the banks are providing for seniors — free of charge and for the asking. A quick survey reveals few differences among the senior plan services. A typical package will likely include the following:

- no service charges for transfers between accounts or for payment of utility bills at the bank
- traveller's cheques (in many currencies) and Canadian money orders can be purchased with no charge
- reduced rates on safety deposit boxes
- unlimited free chequing privileges for holders of chequing accounts
- special cheques.

If this package of "extras" sounds familiar, it should — these are the basic benefits that most of the banks offer in their so-called "enhanced service" accounts for an additional charge of around $5 a month. A senior plan member, however, doesn't have to pay for these fringe benefits. If an enhanced service account is already used, the senior status will exempt the holder from the monthly fee.

Beyond these core benefits, senior status will also mean qualification for additional privileges. Not the least among these is bonus interest on savings accounts. Depending on the institution and the type of savings account held, as much as 0.75% interest premium is paid on deposits.

Another attractive benefit available is monthly interest payments on term deposits. If seniors have at least $5,000 in a 1- to 6-year term deposit, they can elect to have the interest paid on a monthly basis, rather than the standard twice yearly. This option won't cost anything, even though regular customers must accept a lower interest rate on their deposits if they want a monthly payment schedule. And this benefit can be a helpful money-management tool in retirement, because it provides a regular monthly flow of income from term savings.

Remember, though seniors won't get these benefits unless they ask for them.

Source: Excerpts from McVicar, J. (1984, November). 'Over-60s' can get 'freebies' from the banks. *Personal Finance*. Financial Times, p. 15.

. . . In Programs

National Institute of Nutrition

In November 1984, the National Institute of Nutrition (NIN) — a non-profit organization dedicated to advancing knowledge and practice of nutrition in Canada — was launched by a group of health professionals and business leaders drawn from all parts of the country.

The Institute's primary aims are: to serve as an objective, credible resource and authority on issues related to nutrition; to promote the exchange of nutrition knowledge; to encourage the development of adequate nutrition curricula in the formal education system; and to support and promote nutrition research and the dissemination of its results.

The founding Board of Trustees consists of 16 people drawn from the public sector and 12, from the business community. The public trustees include university presidents, medical doctors, nutritionists, and government health officials. Board chair is Dr. Harvey Anderson, Associate Dean (Research) of the Faculty of Medicine and Head, Department of Nutritional Sciences at the University of Toronto. Serving as vice-chairs are dietitian/nutritionist Louise Lambert-Lagacé of Montreal and Thomas D. Smyth, President and Chief Executive Officer, H.J. Heinz Company, Canada Ltd. While the search is underway for a full-time president, Dr. T. Keith Murray, Executive Director of the Human Nutrition Research Council of Ontario, will act as interim president.

The Institute's 12-member Scientific Advisory Council has identified hypertension and geriatrics as top priorities and will develop position papers for the Institute concerning the role of nutrition on these issues.

The Institute's initial action areas will include: organizing a Nutrition Information Centre to serve as a national resource for health professionals, the media, and business; promoting the training and placement of high-calibre nutrition specialists in the educational system; helping scientific societies to organize nutrition symposia or enhancing the nutrition content of their programs; and creating interdisciplinary workshops for the review and evaluation of the topical issues on nutrition.

Financing for the Institute has come from its 42 corporate founders.

For more information contact Dr. Harvey Anderson (416) 978-2422 or Dr. T. Keith Murray (613) 836-1287.

Source: News Release. (1984, November 6). Health professionals and industry join in nutrition institute.

Pollution in Energy-Conserving Buildings

As part of the Canadian Federal Building Energy Conservation Research Plan, six federal government agencies are participating in a 5-year investigation of air quality inside homes and public buildings. The National Research Council is the lead agency for building research. Other participants include Public Works, Energy, Mines, and Resources, Health and Welfare, Indian and Northern Affairs, and Canada Mortgage and Housing Corporation.

Field studies and basic research are focussing on specific areas of concern such as urea formaldehyde foam insulation (UFFI); super-tight houses; and houses using gas appliances, kerosene heaters, and wood stoves. Methods are being developed to identify and measure the levels of specific pollutants such as particulates, nitrogen oxides, formaldehyde, radon, and carbon monoxide, and these are being correlated with building ventilation. Laboratory tests are also being carried out on the properties of various building materials to learn what gases they liberate and under what conditions.

Source: Excerpts from Air quality under scrutiny by federal government agencies. (1984, May). *SOL* 44, p. 11.

Resources on Occupational Cancer

A directory of non-technical educational materials on cancer is being compiled by the Canadian Centre for Occupational Health and Safety (CCOHS). It will include films, slide tape programs, and print materials. The sources of information for the directory are primarily published directories, and Canadian organizations and individuals who have produced or used educational materials. CCOHS appreciates receiving leads to any useful educational materials on cancer. Lists of materials collected to date are available from the Inquiries Service.

CCOHS maintains a file of technical reviews on occupational cancer. These reviews are used in response to inquiries and can be useful to physicians, hygienists, researchers, and students seeking summaries of the major knowledge on a topic. Unlike the non-technical educational material, technical reviews are abundant and files are continually being updated. A current list of reviews can be obtained through the Inquiries Office.

Source: Canadian Centre for Occupational Health and Safety. (1984, November). *At the Centre,* 7(1), p. 7.

Work and Well-Being

The Canadian Mental Health Association has released a report entitled *Work and Well-Being: The Changing Realities of Employment*. It concludes that while being productively employed remains a major source of personal fulfillment for Canadians, persistent stress at the workplace undermines the psychological and physical well-being of employed people.

The study argues that the employee's experience in the workplace not only has personal health consequences but also influences the health and stability of family and community life. It suggests that people are seeking new work arrangements which would allow them to create more harmony between their employment and other parts of their lives.

The report emerges from a larger project called "Mental Health and the Workplace", which is funded by Health and Welfare, Canada. Its findings are based on telephone interviews with over 1200 working Canadians and in-depth personal interviews with 176 business, union, and community leaders in five communities across Canada.

For more information: contact the Canadian Mental Health Association, 2160 Yonge Street, Toronto, ON, M4S 2Z3.

. . . In Trends

Nutritional Counselling

Three registered professional dietitians have joined forces to open a private practice in the Brampton Shopper's World mall, under the name of Diet Trim. Diet Trim participates in a Health Court, which is a new concept in health services available in the retail mall environment. The other professionals include dentists, chiropractors, physicians, and an optometrist. As well, there is an optical centre and a medical diagnostic service. The Health Court is patterned after the successful Tridont dental centres.

The Bramptom Shoppers World Health Court is the second in Canada. One in Calgary had a premiere opening this past May. However, the Brampton facility is the first to have dietitians join forces with a Health Court team.

For more information: contact Diet Trim, Health Court, Brampton Shopper's World, Brampton, ON, L6Y 1N7.

Survey on Vitamin Supplements

The results of a 1982 Gallup poll of vitamin use in the United States have been released. In 1982, 37% of the American adults surveyed took vitamin supplements. Vitamin supplement users were most likely to be women, have higher education levels, and come from the $10,000 or more annual income bracket. Vitamin users were characterized as having greater concern for their overall health. About 41% of the female respondents reported giving vitamin supplements to their children on a regular basis. Multivitamin supplements were the most common type of vitamin used. When asked why they took them, most respondents indicated the reason as being to supplement their diet or to be healthy.

Source: Lachance, P. & Fisher, M. (1984, June). Vitamin usage: Rampant or reasonable? *Food, Nutrition and Health Newsletter.*

Store Loyalty

"Historically, retailers have thought of themselves as containers for the brands," says David Cravit, executive vice-president, creative services, for Saffer Cravit & Freedman, a Toronto-based retail advertising agency. "Now the store is the brand." "Any drug or food store can sell Crest toothpaste," agrees Roman Niemy, president, corporate brands division, for Toronto-based Shoppers Drug Mart. "But if you can attract high store traffic levels, you've got to make yourself unique. And that means selling the store as a brand."

While consumers are more inclined to switch brands, or to turn to generics and house labels to get the best deal, many consumers exhibit store loyalty. A recent Newspaper Advertising Bureau survey found that 37% of those polled shopped at a favorite store.

Source: Excerpts from Lamphier, G. (1984, November 12). Brand loyalty failing a hard test. *Financial Times of Canada*. pp. 6, 8.

Advertising by Doctors

How should healthcare professionals market themselves? That question has the medical profession grappling with itself as a continuing glut of new doctors, dentists, and medical specialists swell the ranks. For answers, the medical profession is turning to consultants and marketing experts.

The days are almost gone when a doctor simply could hang up his shingle and wait for patients to find him. Health professionals find themselves surrounded by new competitors: health maintenance organizations (HMO), storefront walk-in surgical centres, and group practices. Particularly hard hit by this supply-side growth in medical services has been the private, local practitioner. Many have been driven from private practice to the more secure, less burdensome atmosphere of group practice in HMOs, franchised healthcare chains, clinics, and professional practice groups.

Both the American Medical Association and the American Dental Association say they see no ethical problems with individual advertising as long as it's done in good taste and does not make false or misleading claims.

Source: Maes, J. (1984, November 8). Doctors pay office visits to marketing experts. *Advertising Age*, p. 30.

... In Publications

Feeding a Crowd

Food Advisory Division has released a new publication entitled *Safely Feeding a Crowd* #1764. This publication gives information on how food for a large group may be safely prepared in the home. It is intended for the "amateur caterer" who lacks training in food service. Information on food safety and menu planning is given. Ideas on food buying, storing, preparing, and serving is included. Quantity recipes and a food buying guide are provided.

To obtain a free copy write to Communications Branch, Agriculture Canada, Ottawa, ON, K1A 0C7.

Source: Agriculture Canada. (1984). *Food Communiqué*. No. 4.

Colorful Activity Book

You're SomeBODY: How to be Slim Kid is a newly published activity book for 9- to 12-year-olds with a weight problem. It uses games, riddles, poems, trivia, and quiet and energetic activities to demonstrate the basic premises of lifelong health and normal weight maintenance. *SomeBODY's Companion* is an integral complement to the activity book, providing additional support for the parent, teacher, or health professional who is working with the child.

Authors, Lynda Corby and Patti Clark, both dietitian/nutritionists with extensive experience in resource development and professional counselling of adults and children with weight problems, have developed a philosophy of weight management based on building self-concept, encouraging physical activity, and developing sound nutrition habits.

The set of both publications is available for $18.95; additional copies of *You're SomeBODY* are available for $10.95.

To order: send cheque or money order to Fifth House Publishers Ltd., 406 Clarence Ave. S., Saskatoon, Saskatchewan S7H 2C7.

Film on Soft Drinks: A Review

The Canadian Soft Drink Association, representing soft drink bottlers throughout Canada, has produced a fast-moving, interesting 15-minute color film, *Soft Drinks . . . The Facts*, designed for senior elementary and junior high school students. Through the eyes of three school children, the film investigates, searches, and finds answers to many of the questions often asked about soft drinks and the soft drink industry.

From a nutrition perspective, soft drinks are explored as sources of fluids and energy. The sugar and caffeine content of soft drinks is quantified in relation to fruit juices, and coffee and tea. A nutrition professor explains that soft drinks should not be the sole source of fluids but that moderation and a balanced diet are important considerations.

As with any film, I recommend that discussion preceed and follow the presentation of this film. Discussion should include the nutrient content of soft drinks and the importance of moderation, variety, and energy balance as they relate to soft drinks. *Reviewed by Janice Macdonald, RD, Manitoba Department of Health.*

To order: on a free loan basis or for purchase at cost, contact L M Media Marketing Services Ltd., 115 Torbay Road, Unit 9, Markham, ON, L3R 2M9.

Canadian Solar Industry

The National Film Board (NFB) has released a film about the Canadian solar industry entitled *Under the Sun*. Sponsored by several federal departments, the film features a wide range of solar installation.

Intended for general audiences, the film explores various solar applications from small residential systems to large-scale industrial/commercial installations where energy from the sun is providing hot water for everything from restaurants to factories. The viewer is also taken inside the National Solar Test Facility and shown the most powerful solar simulator ever made. The film with a running time of 14 minutes, 30 seconds is available to the public free of charge in both 16 mm and ¾-inch cassette format.

For more information: contact your local NFB office.

Publications Catalogue

The Canadian Council of Social Development (CCSD) regularly produces an 11-page, bilingual publications catalogue. Content headings include: aging, citizen participation, families and children, health, housing, income security, information, law and social development, personal social services, policy statements, CCSD, and voluntary and professional social service.

Available from: Canadian Council on Social Development, 55 Parkdale Avenue, P.O. Box 3505, Station C, Ottawa, ON, K1Y 4G1.

Health in Canada

Health and health care are key aspects of social well-being. Now, for the first time, Statistics Canada offers a publication, *Perspectives on Health*, that provides a complete picture of the health status of Canadians and the health care system in Canada. The content is organized around five central themes: population demographics, determinants of health status, health status indicators, utilization of health services, and the health care system.

The book sells in Canada for $8.00

Available from: Canadian Government Publishing Centre, Supply and Services Canada, Ottawa, ON, K1A 0S9.

Health Education Catalogue

The National Film Board of Canada (NFB) has released *Our Bodies, Our Minds* a comprehensive catalogue of film, video, and multi-media resources for health education. Published in response to public need and demand for high quality Canadian audio-visual resources, the catalogue provides information on over 250 productions produced and/or distributed by the NFB. The content is directed toward audiences ranging from children to the elderly; from medical professionals, social service workers, and teachers to parents, self-help groups, community organizations, and individuals.

Our Bodies, Our Minds is now available in limited quantities to interested users from NFB offices across the country.

To obtain: contact the nearest NFB office or write to Health Education Catalogue, English Marketing, Naticnal Film Board of Canada, P.O. Box 6100, Station A, Montreal, PQ, H3C 3H5.

Recognizing the Other Half

MATCH International Centre introduces a new series of kits on women in five developing countries — Nicaragua, Peru, Bolivia, Thailand, and Cameroon. Each kit provides both statistical and analytic information on the status of women in the country. The women themselves tell the stories of their lives. Although different themes and issues are highlighted in each kit, the message of the series is the commonality of women's experience throughout the world.

To order: send $6.75 to MATCH International, 401-171 Nepean, Ottawa, ON, K2P 0B4.

Part-time Work

The *Report from the Commission of Inquiry into Part-time Work*, by Commissioner Joan Wallace contains many recommendations for dealing with discrimination.

For more information: contact the Women's Bureau, Labour Canada, Ottawa, ON, K1A 0J2, (819) 997-1550.

La liste des publications du conseil national de recherches du Canada maintenant accessible en direct

Après avoir rendu accessibles les publications d'à peu près tous les autres organismes pendant dix ans, le Conseil national de recherches du Canada lance une base de données de ses propres publications.

NRCPUBS, la base de données des publications du Conseil national de recherches du Canada, recense plus de 11 000 documents incluant des articles, des communications de conférences, des manuels et des livres écrits par les scientifiques et autres membres du personnel du CNRC, ainsi que les rapports publiés ou commandités par le CNRC depuis 1970. Les domaines couverts comprennent un vaste éventail de sujets scientifiques et techniques, incluant la physique, la chimie, les sciences biologiques et le génie.

Le fichier NRCPUBS est accessible en direct par le système de repérage de l'information CAN/OLE, géré par l'Institut canadien de l'information scientifique et technique (ICIST). La base de données a été établie par le Centre d'échange de l'information qui prépare la version imprimée de la base de données depuis plusieurs années.

L'interrogation du fichier NRCPUBS coûte 40 $ l'heure de connexion, plus 0,035 $ par référence imprimée en différé.

Pour obtenir de plus amples renseignements, communiquez avec le: Service aux clients, CAN/OLE CAN/SDI, ICIST, Conseil national de recherches du Canada, Ottawa, ON, K1A 0S2, (613) 993-1210.

Mental Health

The Canadian Mental Health Association produces a series of publications entitled *Coping*. Sub-headings include: family life, your job, growing older, bereavement, everyday problems, separation and divorce, mental illness in the family, and unemployment. Single copies are available at no charge.

Order from: Canadian Mental Health Association, 2160 Yonge Street, Toronto, ON, M4S 2Z3.

Insurance

The Insurance Bureau of Canada produces a *Catalogue of Films and Publications*.

Available from: Insurance Bureau of Canada, 181 University Avenue, Toronto, ON, M5H 3M7, (416) 362-2031.

Divorce: La loi et la famille au Canada

Cette publication résume l'historique du mariage et du divorce au Canada à partir du début du XIX^{e} siècle jusqu'à aujourd'hui.

De plus, à partir de statistiques détaillées sur tous les divorces prononcés au Canada de 1968 à 1979, cet ouvrage analyse la question du divorce pour la période des années 70 à la lumière de la Loi sur le divorce modifiée.

Pour obtenir: Centre d'édition du gouvernement du Canada, Approvisionnements et Services Canada, Ottawa, ON, K1A 0S9, (n^{o} 89-502F au Catalogue) $12.00 au Canada, $14.40 ailleurs.

What do you say when ...?

What do you say when you are asked about a vegetarian diet?

Simone Demers Collins

Vegetarianism, while at one time considered an eccentricity, is becoming more a matter of course. While some people give up meat completely because of a personal philosophy, others do so because of their concern for the environment, and still others do so as a means of managing ever-increasing grocery bills.

Many however, have been enticed into selecting a vegetarian diet because of some telling nutritional facts. For example, Brody (1981) has outlined the following set of reasons.

- A comparative study of diet and heart disease done in seven countries showed the death rate from coronary disease was highest in those countries whose population consumed the most animal products.
- Research in the last decade reveals that a low risk of coronary heart disease is usually accompanied by a low risk of contracting cancers of the colon, breast, and uterus.
- In Boston, a study of young vegetarians showed that they weighed, on average, 15 kg less than the meat-eating comparison group.
- A study at England's University of Oxford found that 27 diabetics were in much better control of their disease when they were fed a diet high in complex carbohydrates and fibre (primarily from beans), than when the same patients consumed a more traditional diabetic diet low in carbohydrates and high in animal protein.
- At the Kentucky Veterans Administration Hospital in Lexington, researchers showed that when carbohydrates are consumed along with plant fibre, triglycerides in the blood are lowered.

Whatever the rationale, it is essential that anyone interested in following a meatless regime have some sound nutritional knowledge to maintain a healthy body. There are three types of vegetarian diet — *vegan, lacto-vegetarian,* and *lacto-ovo*-vegetarian.

The vegan diet is the vegetarian diet in its purest form. It is made up exclusively of plant foods with no foods from animal origins. Because of the exclusion of meat, fish, poultry, and eggs; and milk and milk products and their corresponding nutrients— protein, iron, and the B complex vitamins; and protein, calcium, and riboflavin— the vegan must take great care in selecting grains, legumes, vegetables, and fruits in the proportions necessary to supply the body's nutritional requirements. The vegan's diet must also be supplemented with vitamin B_{12} taken in pill form, as fortified nutritional yeast, or by drinking 500 ml of fortified soy milk daily.

Daily food guides for meatless diets are available. One such guide (Robertson, Flinders, & Godfrey, 1976) is based on use of four food groups and recommends the following:

- **Vegetables** — 4 or more servings with a minimum of 3g of protein; should include 2 substantial servings of dark leafy greens for calcium and riboflavin.
- **Fruits** — 1-4 servings, one of which should be an excellent source of Vitamin C.
- **Grains** — 4 slices of bread, 3 to 5 servings of grains, 1 serving of nuts and seeds.
- **Legumes** — 85 ml of beans and 500 ml fortified soy milk or 300 ml beans and other sources of calcium and vitamin B_{12}.

The lacto-vegetarian diet, a variation of the vegetarian diet permits animal protein in the form of milk, cheese, and other dairy products, but it excludes meat, fish, poultry, and eggs. With the exclusion of these foods, the lacto-vegetarian's main dietary concern is with complementing amino acids to obtain a complete protein equivalent to that of meat and other animal foods. Charts and listings of how to achieve the best combinations are available (Brody, 1981).

Another variety of vegetarian is known as a lacto-ovo-vegetarian. This individual usually consumes animal protein in the form of eggs, and dairy products but eats no meat, fish, or poultry. Such a diet also needs care in the selection of complementary proteins, but it allows for a much greater variety of dishes and a wider selection of baked goods.

Finally, many people are 'part-time' vegetarians. Some include fish as part of their lacto-ovo-vegetarian regime, while others consume meat, fish, or poultry whenever they visit family and friends.

While nothing prevents an entire family from participating in a vegetarian regime, it is important to remember that the majority of infants and young children need animal sources of protein to grow properly. Such a diet should continue until a child reaches school age. By then it is easier to obtain adequate nutrients and calories on a vegan diet, provided sources of calcium and vitamin B_{12} are included.

With basic nutritional knowledge you can be a 'good' vegetarian, as long as you remember:

- to combine vegetable proteins in such a way as to make them complete, and thus able to fulfill the body's protein requirements, and
- to consume sufficient calories to meet the body's protein requirements and to support its ideal weight. ☐

Simone Demers Collins received a BSc(HEc) from the University of Alberta and is currently employed as a Nutrition-at-School co-ordinator with Alberta Agriculture.

A regular column by the *CHEA Foods and Nutrition Committee* to assist home economists in combatting food misinformation. Edited by **Jane Carlyle.**

References

Brody, J. (1981). *Jane Brody's nutrition book.* New York: Bantam Books.

Robertson, L., Flinders, C., & Godfrey, B. (1976). *Laurel's kitchen: A handbook on vegetarian cooking and nutrition.* Berkeley, CA: Nilgiri Press.

On the Job

Profile of a Home Economist as a Food Stylist

Evelyn Hullah

As senior home economist and vice-president of Cardinal Kitchens in Toronto, Evelyn directs a complete range of specific services for both the consumer food and food service industries. For example, recipe testing or development projects, food product formulation and preparation, and sensory evaluation tests and seminars are carried out by specialists in each area. Being adjacent to Cardinal Biologicals Ltd. home economists are able to draw on the knowledge and experience of the company's laboratory division of food chemists and microbiologists. The facilities include test kitchens, sensory evaluation booths, and conference rooms, with facilities for clients to view consumer research discussion groups (focus groups).

Among the varied services of Cardinal Kitchens, food styling —for television commercials, print ads, coupons, cookbooks, and food packaging — remains a personal favorite area of home economics servicing for Evelyn. It is challenging and interesting work — "a wonderful blend of precision and creativity in the world of food presentation and advertising."

The term food styling is used professionally, to mean the process of making food look appealing in pictures — whether taken by still photography, movie film, or video tape. Along with this opportunity for creative flair, comes the overall responsibility of maintaining the food product's representative appearance, with the end-user in mind. From ice cream scoops to lattise-topped pastry, from coated chicken to rolled filet of sole, from fried eggs to double cheeseburgers, from gelatine moulds to dessert topping swirls — food styling work includes many challenges in controlling featured product characteristics, to produce appealing and effective advertising.

The home economist specializing in food styling has much to offer as a vital link between the advertiser and the consumer. Because they are knowledgeable about the product's physical qualities and appropriate usage, food stylists are able to apply a multitude of technical skills as well as utilizing the principles of design, for maximum aesthetic appeal.

As glamourous as it may first seem, food styling entails many interrelated demands that mesh together in the success of an individual project. Each assignment, although typically different from any other, carries a need for: thorough planning, a team approach, quality food choices, openness to product knowledge and techniques, flexibility, stamina, and a good sense of humor.

Enjoying ongoing opportunities for teamwork with both government and industry clients is an important quality of a food stylist. Not a traditional nine-to-five profession, food styling involves flexible hours and spontaneous, energetic contribution within a creative environment. Team members —including advertising agency or design house representatives, director, photographer (or camera operator), and home economist — work with the client or advertiser towards project goals. The fascinating synergy of group input often leads to new choices during the course of a "day at the studio," and the home economist food stylist who can build upon and enjoy this spontaneity, is a valued team member. The slogan from the Cardinal Kitchens advertising brochure: "Working with you to present food at its best!" is a good description of a food stylist's job.

For the future, Evelyn looks forward to increased involvement in Cardinal's own TV/photography studio. Evelyn feels that food styling goes far beyond the actual food preparation itself, and that the profession is represented much more strongly by a person who takes a broader approach. Whether projects are large or small, her emphasis will continue to be thorough professional servicing — knowledge, techniques, and quality, blended liberally with creative and energetic teamwork. ☐

Editor's Note. We would like to hear **from** or **about** fellow home economists who would be willing to participate in this series on home economists "on the job."

Evelyn Hullah received a BHSc from the University of Guelph. Following work with the Ontario Department of Agriculture and Food, and General Foods Ltd., she established Cardinal Kitchens where she is currently Senior Home Economist and Vice-President.

Graduate Study in Home Economics Education

University of New Brunswick

Eleanor E. Wein

Various programs leading to the Master of Education degree are offered by the Faculty of Education at the University of New Brunswick in Fredericton. Programs which provide specialization in the home economics areas are offered through the Division of Vocational Education.

Two program plans are available: the Master of Education (MEd) with thesis and the Master of Education by course.

The MEd with thesis is designed for those who wish to pursue research and in-depth study in a specialization of home economics. Such candidates must enroll full-time in the regular academic session. In addition to their research and thesis, they must complete seven term courses. The MEd with thesis normally requires a minimum of 12 months.

The MEd by course is designed for those individuals who wish to study further in a teaching area and to gain an appreciation of research for purposes of improving curriculum and classroom procedures. Such candidates may enroll either full- or part-time. Twelve term courses are required in this plan. It is desirable that at least one be an independent study involving a research project on a smaller scale than for a thesis. The MEd by course requires at least 12 months full-time.

Students may specialize in any of four areas of home economics, namely clothing and textiles, family and child studies, foods and nutrition, or home economics education. The extent of specialization varies. Those choosing the thesis route tend to have specialized programs, focussed around the research topic. Those choosing the course route are able to select a wider variety of areas, as appropriate for educators responsible for instructing home economics in many different milieus.

Past graduates of the MEd program in Home Economics Education have completed several projects focussing on the New Brunswick public schools. Curriculum development in child studies and a grade 7 pilot project are two examples of this work. Attention has also been given to post-secondary levels, with the development of a university food study laboratory manual. Presently, a graduate student is conducting a nutrition knowledge survey of New Brunswick elementary teachers.

Faculty in the Home Economics Education Section provide specialized expertise to guide students and conduct joint research investigations: Terry Smith in family studies and home economics education, Susan Turnbull in clothing and textiles, and Eleanor Wein in foods and nutrition. Additional research projects being undertaken currently are a study of beliefs and attitudes towards home economics, the use of futures forecasting in clothing and textiles, and a literature review of northern native nutrition.

A unique feature of graduate studies at the University of New Brunswick is the education emphasis. The majority of students encountered in graduate education courses are experienced teachers eager to share their professional experiences and concerns. The flexibility of the part-time MEd by course plan allows teachers to complete two courses each summer, without leaving their jobs. During the fall and winter, some graduate courses are offered in the evening.

Full-time graduate students in the thesis route are eligible to apply for graduate assistantships. In exchange for teaching duties for the department (not to exceed 10 hours per week), the graduate assistant is paid a stipend of $2500 per term in 1984-85. ☐

Further information may be obtained from:

The Director of Graduate Studies
Division of Vocational Education
Bag Service #45333
University of New Brunswick
Fredericton, NB, Canada E3B 6E3

Applications should be sent to:

The School of Graduate Studies
and Research
University of New Brunswick
P.O. Box 4400
Fredericton, NB, Canada E3B 5A3

University of New Brunswick
Fredericton Campus

Eleanor Wein is currently Home Economics Coordinator in the Division of Vocational Education, at the University of New Brunswick. She holds a BHSc from the University of Guelph and a MSc from Utah State University.

Part of a continuing service about graduate study in home economics and related areas in Canada.

Graduate Study in Human Nutrition, Dietetics, Food and Consumer Sciences

Macdonald College, McGill University

Mary G. Alton Mackey

McGill University offers graduate studies in food science and nutrition at both MSc and PhD levels.

The **Human Nutrition program** offers advanced study and original investigation in basic and applied areas in nutrition education, community nutrition and clinical nutrition. Other possible areas of study include food marketing and food expenditures. The curriculum includes both course work and thesis research.

The McGill Nutrition and Food Science Centre was recently established to enhance interdisciplinary opportunities and co-operation among the staff and of the Faculties of Medicine and Agriculture and the School of Food Science. The membership in the centre totals more than 40 researchers whose interest range from the nutrition of domestic, farm, and laboratory animals to humans, in clinical and community settings, as well as processing and preparation of foods. Faculty research interests are given in the accompanying table.

In collaboration with other members of the McGill Nutrition and Food Science Centre who are located at the Montreal Campus of McGill University, opportunities exist for a broad range of interdisciplinary clinical nutrition research.

The **food science group** at Macdonald College, McGill University offers advanced study and investigation in food microbiology, food processing and food analysis. The curriculum for an advanced degree in this area requires both course work and a thesis. Areas of research interests of this faculty group is also given in the table.

McGill University has excellent library and computer facilities. The language of instruction is English; however, the thesis may be written in either English or French.

The Food Science and Human Nutrition, Food and Consumer Services groups are located at Macdonald College in Ste. Anne de Bellevue, 35 km outside of Montreal, one of the most culturally diverse communities in North America.

Faculty Research Interests

Human Nutrition, Dietetics, Food and Consumer Group

- Lanita S. Carter (PhD, in progress, Kansas State)
  Household consumption patterns, fast food marketing, prediction of food marketing trends.
- Linda Jacobs Currie (PDt, MSc, McGill)
  Clinical nutrition in hospitals and the private sector including interviewing, nutritional assessment, and development of therapeutic nutrition and protocol.
- Mary G. Alton Mackey (PhD, Guelph)
  Nutritional studies of northern and native populations, physiological responses to meal patterns, nutrition education and community nutrition intervention programs.
- Diane A. Raymond (MSc, Drexel)
  Institutional Administration
- Shirley M. Weber (PhD, Cornell)
  Dietary assessment, community nutrition programs.

Food Science Group

- Edmund S. Idziak (DSc, Delft Holland)
  Microbiology related to preservation, safety and quality assurance of foods.
- James P. Smith (PHD, Alberta)
  Shelf life, food formulation and reformulation processes.
- Frederick R. van de Voort (PhD, British Columbia)
  Infrared analysis, extrusion processing.

Tuition fees for foreign students are higher than for Canadian citizens or permanent residents. Current foreign tuition fees are shown below in parentheses. Exemption from Foreign Student Fees may be claimed by students in certain categories. A list of these categories are available from the Registrar's Office. Full-time students are $285 ($2175) per term (minimum of 3 terms for a Master's degree and 6 terms for a Doctoral degree). Additional terms beyond required period of residence are assessed at $20 ($175) per term. ☐

Applications and Inquiries should be addressed to: Dr. Shirley Weber, School of Food Science, Macdonald College, 21,111 Lakeshore Road, Ste. Anne de Bellevue, PQ H9X 1C0

Part of a continuing series about graduate study in home economics and related areas in Canada.

Graduate Research in Canadian Universities Addendum[1]

Theses completed July 1, 1983 to June 30, 1984 at the **University of Guelph.**

Consumer Studies

Bolam, A.E. (1983). *The effect of hydration of xanthan gum on the texture of gluten-free bread.* Unpublished master's thesis. (Adviser, E.A. Gullett)

Family Studies

Beatty, K. (1984). *Children in foster care.* Unpublished master's thesis. (Adviser, B.A. Ryan)

Beckerson, S. (1983). *Seasonal labour allocation, food supply, and nutrition in subsistence and semi-subsistence farming households in Malawi.* Unpublished master's thesis. (Adviser, J.H. Sabry)

Frise, J. (1984). *Coping mechanisms utilized by married working women to cope with role conflict.* Unpublished master's thesis. (Adviser, J. Norris)

Hand, J. (1983). *The utilization of employee assistance programs to stress reduction of secondary school teachers.* Unpublished master's thesis. (Adviser, C.A. Guldner)

Klinck, S. (1984). *Sex education for the mentally handicapped in Ontario group homes.* Unpublished master's thesis. (Adviser, E. Herold)

Marsman, J. (1984). *Mother-child communication about sex.* Unpublished master's thesis. (Adviser, E. Herold)

Molloy, G. (1984). *Sexuality and the physically disabled adult: Role of the health care professionals.* Unpublished master's thesis. (Adviser, E. Herold)

Nind, S. (1983). *Transition to parenthood: A short-term longitudinal study of new families.* Unpublished master's thesis. (Adviser, M. McKim)

Pelletier, L. (1984). *The influence of sex guilt and sexual experience on female sexual fantasies.* Unpublished master's thesis. (Adviser, E. Herold)

Rimmer, P. (1984). *Factors associated with midlife men's perception of time.* Unpublished master's thesis. (Adviser, J. Norris).

Stone-Winestock, P. (1983). *Sociometry and learning at the university level.* Unpublished master's thesis. (Adviser, C.A. Guldner)

Food/nutrition

Bourn, D. (1984). *The effect of chromium supplementation on serum insulin and serum lipid levels in a selected sample of Canadian elderly women.* Unpublished master's thesis. (Adviser, R.S. Gibson)

Friel, J. (1983). *A comparison of the trace element status of pre-term and full-term infants during infancy.* Unpublished doctoral thesis. (Adviser, R.S. Gibson)

Macdonald, C. (1983). *The effect of chromium supplementation of a group of elderly women.* Unpublished master's thesis. (Adviser, R.S. Gibson)

Ross, J. (1984). *Subsistence under stress: Nutritional implications in the Wosera, Papua, New Guinea.* Unpublished master's thesis. (Adviser, J.H. Sabry)

Vandenbygaart, E. (1984). *Secondary school nutrition education: A survey of Ontario teachers.* Unpublished master's thesis. (Adviser, D.M. Woolcott)

---

[1] *CHEJ*, Winter 1985, 35(1), 58.

Liz Dowdeswell

President's Message/Le Message de la Présidente

Take Care

Resserrons nos liens

Unlike penguins, people in western societies seldom enjoy life-long relationships. Certainly they are rare enough to be of signal interest. The dynamics of modern life, with its dislocation and relocation, mean that acquaintanceships are more common than friendships. We readily advise each other to "have a nice day." These superficial and temporary attachments allow us to avoid the trauma of entering into committed relationships with the inevitability of dissolution. Yet we long to share intimate expressions and thoughts, as evidenced by the common phrase: "take care."

The new conservatism cherishes the family, but the nature of that family and its relationships has changed dramatically. We have working parents and single parents with both real and apparent demands on their time. Time in which to nurture close friendships is in short supply.

In response, with the revival of the *global village* concept, we are told that by picking up the telephone, we can simply "reach out and touch." Consumerism is in control of our lifestyle. More than ever before marketing and advertising focus on human relationships. Cars or clothing — doing things together means consuming things together. Society has intervened in the lives of people in crisis. However, these social programs have been little more than massive bandaids, unable to cope with the stresses of poverty, uncertainty, instability and violence.

In this milieu, what can the home economist do?

- First, we can continue to do what we have been doing. As members of a helping profession, whether it be in education, industry, business or research, we focus on improving the daily lives of individuals and families. That should not change, but an awareness of changing relationships should allow us to practice in a relevant and meaningful way.
- Secondly, we need to take public positions on specific issues affecting families and individuals, without developing the all too common single issue paranoia.
- Finally, we must sustain our own professional relationships by encouraging a commitment to our professional association, CHEA.

A vital network is essential in a time of fragmentation and isolation — for both personal and professional reasons. In 1985, let us genuinely **take care** of these relationships. □

Contrairement aux habitudes des pingouins, dans les sociétés occidentales, les relations qui durent toute une vie sont rares, à tel point qu'elles méritent d'être mentionnées. La dynamique de la vie moderne, où tout se fait et se défait constamment, signifie que les simples relations sont plus courantes que les véritables amitiés. Nous nous souhaitons facilement "Bonne journée," et grâce à ces liens superficiels et temporaires, nous évitons de nous plonger dans la tragédie des liens durables qui aboutissent inévitablement à une séparation. Et pourtant, il est évident que nous aspirons à partager des sentiments et des pensées intimes.

Le nouveau courant conservateur porte la famille aux nues, mais celle-ci a profondément changé, tout comme les liens existant entre ses membres. Nous vivons dans un monde de parents qui travaillent et de familles monoparentales, pour lesquels — à tort ou à raison — la vie est une course contre la montre. On n'a plus beaucoup de temps pour entretenir des amitiés solides.

Dès lors, avec la résurgence du *village global,* on nous dit qu'il suffit de décrocher le téléphone pour "rejoindre les autres." La consommaction domine nos vies, ce qui était encore plus vrai avant que les relations humaines ne soient au coeur de la commercialisation et de la publicité. Voitures ou vêtements, consommer ensemble, c'est faire des choses ensemble. La Société est intervenue dans la vie des personnes en crise. Mais ses programmes sociaux ne sont qu'un piètre palliatif, puisqu'ils ne peuvent éliminer le stress engendré par la pauvreté, l'incertitude, l'instabilité et la violence.

Dans cet univers, que peut faire l'économiste familiale?

- D'abord persévérer dans son action. Réfléchissons-y quelques minutes. Comme membres d'une profession vouée à l'aide, que ce soit dans l'enseignement, l'industrie, les affaires ou la recherche, nous voulons améliorer la vie quotidienne des personnes et des familles. Continuons sur cette lancée, mais en sachant que les relations interpersonnelles ont évolué, nous pourrons donner plus de sens à notre travail et le rendre plus efficient.
- Ensuite, nous devons prendre publiquement position sur des sujets donnés qui touchent les familles et les personnes, sans nous obnubiler sur un seul dossier, ce qui n'est que trop fréquent.
- Enfin, nous devons entretenir nos propres relations professionnelles en participant davantage à notre association, l'ACEF.

Il est capital d'appartenir à un réseau vital en cette époque de démantèlement et d'isolement — tant pour des raisons personnelles que professionnelles. En 1985, resserrons véritablement nos liens. □

STAIRS TO CONVENTION FLOOR
ESCALIER POUR L'ÉTAGE DES CONGRÈS

Pat Stearman and Jane Thompson, co-chairmen of the CHEA Conference '85 discuss detail at conference headquarters in the Hotel Vancouver.

Make your plans now. Send in your registration for Conference '85 early to be eligible for the early bird draw. You could win a Bernina 910 Sewing Machine, retail value $850.00.

The three-day conference promises to be a busy one for our members from across Canada as well as our international guests. There will be plenty of time for exchange of ideas and learning from each other.

The program presentations have been specially planned to satisfy the diverse interests of our members.

For travel information, refer to your February copy of Rapport. The arrangements CHEA has been able to make with P. Lawson Travel are outlined on an enclosed sheet. Or, contact your local P. Lawson Travel office to take advantage of the travel arrangements.

You will find registration forms for Conference '85, The Pre Conference Workshop and the Post Conference Workshop enclosed with the Conference '85 package.

Also enclosed are reservation forms for the Hotel Vancouver, "Conference '85 Headquarters." We encourage you to stay at the Hotel Vancouver to take advantage of its very reasonable conference rates.

Refer to the Conference '85 package for detail on many special events including:

Awards Dinner .... Alumni Breakfast .... City Tour including Expo 86 site.... Meeting Schedules.... Exhibitors Luncheon .... Breakfast with Iona Campagnola .... Vancouver Harbour Dinner Cruise and many other activities and events you won't want to miss at CHEA Conference '85.

Remember, register early and be eligible for the early bird draw.

SEE YOU IN VANCOUVER!

VANCOUVER
CHEA CONFERENCE 1985

DIRECTIONS & DIVERSITY
THE FREEDOM TO CHANGE

DIRECTIONS & DIVERSITÉ
l'OPTION DU CHOIX

VANCOUVER HOTEL
July 1 - 3, 1985

POST CONFERENCE:
ADOLESCENT CONSUMER BEHAVIOR

July 4 & 5, 1985

FOR FURTHER INFORMATION:
CHEA CONFERENCE '85

P.O. Box 48385
Bentall Center,
Vancouver, B.C.,
Canada
V7X 1A2

Themes for Les thèmes pour 1986

As the world and society change, our perspectives of the whole and parts of the whole must be adjusted, brought into focus, and redefined. The capacity to view selected issues in their true relationships and relative importance will form basic content for the theme sections of the Journal in 1986. The themes, and a few perspectives about each, are:

Winter: **The Family: A New Definition**
(Submission deadline September 15, 1985)

The concept of "family" is being redefined and expanded to include new and alternative forms. As this change occurs, family members assume different roles, and relationships are modified in ways that have many implications for home economists in both professional and personal life.

Spring: **The Workplace**
(Submission deadline December 15, 1985)

The workplace takes on new meaning as the composition of the workforce changes and as less emphasis is placed on the livelihood aspect of employment. Technology impacts on the workplace resulting in new career options and new ways of doing work that have varied implications for our professional practice.

Summer: **A Global Perspective**
(Submission deadline March 1, 1986)

As the interaction among peoples of the world increases, it becomes essential to think on a global basis and develop new attitudes and understanding about our near and far environments. We must begin to think and act as global citizens.

Fall: **Call for Action**
(Submission deadline June 15, 1986)

Initiative and enterprise has to be demonstrated through vigorous, productive activity in order to facilitate change in our society. Such change can only be accomplished in stages, over a period of time. The final result depends on our capacity and ability to act.

New perspectives, new ways of doing things: What are they? Does home economics as a profession and as a field of study bring knowledge, insight, and technique that will facilitate needed change? Contemplate the theme ideas; expand on them; share your knowledge and insight with the profession by submitting a manuscript. ☐

Au fur et à mesure que le monde et la société se transforment, nous devons adapter, préciser et redéfinir nos façons de voir. En 1986, les sections thématiques de la Revue seront centrées sur l'aptitude à situer certaines questions dans leur perspective réelle pour en évaluer l'importance relative. Voici le programme:

Hiver: **La famille: nouvelle définition**
(délai d'envoi le 15 septembre 1985

Printemps: **Le milieu professionnel**
(délai d'envoi le 15 décembre 1985)

Été: **Une perspective globale**
(délai d'envoi le 1er mars 1986)

Automne: **Appel à l'action**
(délai d'envoi le 15 juin 1986)

Comment les spécialistes en économie familiale doivent-elles aborder, définir et mettre en pratique les diverses idées et théories entourant ces questions dans la pratique professionnelle ou la vie quotidienne? Comme profession ou comme domaine d'étude, l'économie familiale est-elle touchée par le changement? Peut-elle faciliter une évolution positive? Réfléchissez aux thèmes proposés, approfondissez vos idées et partagez-les avec d'autres en envoyant un manuscrit. ☐

"Membership" Power
will make our Association more effective

RECRUIT A MEMBER TODAY

CONDITIONS OF MEMBERSHIP

MEMBERSHIP CLASSES

There are five classes of membership: active including life, associate, student, reserve and honorary.

ACTIVE MEMBERS

1. Active membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors.
   a. a degree in home economics from a recognized university or
   b. a degree in a related field from a recognized university who by interest and activity serves the goals of the Association or,
   c. was a member in good standing of the unincorporated body known as the Canadian Home Economics Association at the time of the incorporation of the Association and who maintains continuous membership in good standing of this Associaiton.
   d. The Board of Directors may grant active membership to one who, after five years of associate membership in the Association, is deemed to have made an active contribution to the Association or the profession.
2. An individual who has had continuous active membership for at least ten years immediately prior to applying for life membership may become a life member subject to the approval of the Board of Directors.

ASSOCIATE MEMBERS

Associate membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:
A secondary school certificate and:
a. a home economics diploma granted by a recognized college or School of Technology after two years of successful study, or
b. a provincial home economics teacher's certificate, or
c. a provincial teacher's certificate with additional training in home economics equivalent to at least one year of successful study, or
d. training in home economics equivalent to two years of successful study, with continued part-time study towards the completion of a degree in home economics or home economics education.

STUDENT MEMBERS

Student membership shall be granted to a person enrolled in a full-time undergraduate program at any Canadian university, faculty, college, school or department which is eligible to send voting delegates to the ACHES convention.

RESERVE MEMBERS

Reserve membership may be granted on application to the Board of Directors to those who qualify as active or associate members, and who are now:
a. graduate students enrolled in full-time post graduate study in home economics or a related field for a minimum of six months of the membership year, April 1 to March 31
b. home economist employed on an average of less than 10 hours per week
c. retired

HONORARY MEMBERS

Honorary membership is awarded from time to time to distinguished individuals who have made note worthy contributions to some aspect of the profession of home economics who *are not* employed as home economists.

An Honor Award is granted by unanimous vote of the Board of Directors to honor a member for outstanding leadership and service to the Association and/or the profession of home economics over a period of years.

Membership is effective for twelve months beginning March 31, June 30, September 30, or December 31.

FEES —	1985
Active and Associate members (annual)	100.00
Life Membership	1,500.00
Student members (annual)	25.00
Reserve members (annual)	50.00

Membership includes subscription to the Canadian Home Economics Journal published Spring, Summer, Fall, Winter.

Home economics graduates from Canadian universities for the year of graduation with their qualifying degree may become members of the Association at a fee which is one-half the current active/associate membership fee.

"Home Economics/Family Studies Education in Canadian Schools"

A Policy Statement and Position Paper
CANADIAN HOME ECONOMICS ASSOCIATION

January 1985

POLICY STATEMENT

HOME ECONOMICS/FAMILY STUDIES EDUCATION TO THE END OF SECONDARY SCHOOL IN CANADA

—approved in principle, July 1984—

The Canadian Home Economics Association promotes the well being of individuals and families by developing a network with educational and social policy makers and groups concerned with the welfare of families.

A. Home economics and family studies programs:

* focus on the family in its changing environment; and
* include family living skills and decision-making strategies which are relevant to all students.

B. Home economics and family studies educators:

* are uniquely qualified through education and experience to address issues of the family; and
* are professionally responsible for in-service training through keeping abreast of the literature, memberships in professional organizations, enrolment in courses, participation in workshops and conferences. They are responsible for updating teaching strategies and responsible for being knowledgeable about changing families and community needs.

C. The Canadian Home Economics Association:

* promotes a common philosophy of home economics and family studies education;
* promotes in-service training through conference programs and publications for home economics and family studies educators to acquire and update knowledge in Canadian family education;
* communicates a common philosophy of home economics and family studies education to educational decision makers;
* searches out and disseminates existing research that is relevant to home economics and family studies education and fosters further research where indicated; and
* supports affiliated associations in their actions.

This policy is being presented at a crucial time in the re-structuring of educational programs in the public schools across Canada. It represents the considered view of home economics and family studies educators within the national association and the belief and conviction of the invaluable nature of home economics and family studies programs for all students.

It is intended that this paper be known to all as a statement of policy on home economics and family studies education by the CANADIAN HOME ECONOMICS ASSOCIATION. The accompanying position paper articulates the position of the national association.

POSITION PAPER

Introduction

Across Canada, there is currently much public discussion and debate over policies and program priorities for education in the future. As our society adjusts to a new post-industrial, high technology era, there is concern over limited financial resources and high unemployment. The effects of this post-industrial, high technology era are being felt in the changing nature and instability of our work and interpersonal relationships. With fundamental changes occurring in society, education policy makers and educators are questioning the kind of knowledge which is essential for our future well-being.

The **CANADIAN HOME ECONOMICS ASSOCIATION** is a national professional association representing graduates of consumer and family studies, foods and nutrition, home economics, human ecology, textiles and clothing programs. It is made up of two thousand individual members and a network of affiliated associations who share the common aim of improving the quality of life of individuals and families. Since its founding in 1939, the Canadian Home Economics Association has played an active role in support of home economics/family studies education. To adequately support the initiatives of individuals and groups in influencing educational policy, in 1983 the CHEA members endorsed a "Call for Action" and the development of a national policy related to Home Economics/ Family Studies Education in Canadian Schools. At its annual conference in July, 1984, the association approved a policy statement, reaffirming its supportive role in strengthening the development and contribution of home economics/family studies to the end of secondary school in Canada. This position paper details the association's concern about home economics/family studies education and recommends action for the association and its members. It also calls upon other national decision-making bodies, in fulfilling its supportive role.

The Importance of Home Economics/Family Studies Education

Home economics/family studies, as a part of education in this country, is traced back to 1868 (Bevier, 1924). It gained wide acceptance in the schools of Canada almost a century ago as a form of education particularly suited for females in preparation for their future role as homemakers. Such a vision encouraged its development as part of vocational education programs in the schools and drew its education support from progressive educational philosophy. Home economics/family studies presently is part of education for both males and females, emphasizing personal decision making, management skills, and personal and family development.

Home economics/family studies makes a unique contribution to the education of young people in our society. It focuses on the nature and challenges of our daily lives in relationship to other peoples, social systems, and material resources. It is a *practical* science, focusing on daily human problems of 'what should be done about...' securing housing, acquiring appropriate clothing, caring for children, etc. Unique to its considerations are the substantive areas of human relationships and development, resource management, consumerism, foods and nutrition, clothing and textiles, housing and aesthetics.

Focused on the experience in the daily lives of people, home economics offers to students an alternate form of knowledge, which is immediate and often concrete and draws the learner into the process of actually developing solutions and knowledge. Through an emphasis on awareness of the self in the learning process, students develop basic skills in learning how to learn. The process is interpretive, communicative, and meaningful. The goal is personal, interpersonal, and social development.

Home economics/family studies education develops an integrative form of knowledge, synthesizing knowledge in both the human and natural sciences in helping people to solve problems of daily living. The individual is viewed in relationship to family (as immediate social network), and to the broader multicultural society. The daily living problems upon which home economics focuses concern problems of human relationships and material needs (clothing, food and shelter). The purpose of home economics/family studies education can be stated in terms of three areas of action:

> (1) action in rational-purposive production or procurement of the physical entities required by the family for the good life, (2) communicative action within the family and with social groups outside the family for understanding and for consensus in defining the good life, i.e., in the formation and determination of values and goals, and (3) emancipative action in freeing individuals, the family, and society from dogmatic beliefs and from social forces which are dominative or exploitative.
>
> (Brown, 1980, p. 101)

In simpler terms, home economics has an educative and thus preventative mission. It aspires to increase the resourcefulness of people and help them to live satisfying and quality lives. Resourcefulness is developed through helping people to view problems from various perspectives. People are encouraged to recognize alternate resources and to create resources in the solution of daily problems. This resourcefulness is essential in developing self-reliant attitudes and abilities. Home economics/family studies provides young people the opportunity to consider daily living problems frequently prior to their actual encounter and thus develops their response-ability as individuals in society. The skills and knowledge developed in home economics/family studies are useful to students not only in their personal and family lives, but also in securing and holding employment in business, industry, and the professions.

Home economics/family studies makes a unique and central contribution to education in our post-industrial and high technology era. The emerging emphasis on science and technology in education demands an equal emphasis on development of personal and social skills. John Naisbitt speaks of the high tech/high touch response which education must make. "As computers being to take over some of the basics of education, schools will more and more be called upon to take responsibility for teaching values and motivation, if not religion" (Naisbitt, 1982, p. 47).

Marilyn Ferguson describes the emerging paradigm of education in similar terms. "The new paradigm reflects both the discoveries of modern science and the discoveries of personal transformation" (Ferguson, 1980, p. 288).

Paul Hawken emphasizes the general and flexible intelligence which education should develop. "The informative economy requires more intelligence from everyone — management, labour, consumers, government" (Hawken, 1983).

Education should be dedicated equally to promoting personal and social knowledge development, and abstract and technical knowledge development. Such a balanced education will encourage an intelligence marked by curiosity, questioning, and creativeness, spawned by the alternate knowledge and interests of both the natural and human sciences. Home economics/family studies, in helping people to make decisions about daily living through understanding our nature as social beings and our relationship to the material and social environment, makes a paramount contribution to human sciences education.

Indicators of Need for Home Economics/Family Studies Education

As evidence of the continual support for and interest in courses concerning our personal and social daily lives, is the present existence of courses besides home economics, entitled family living, health, personal life skills, and consumer studies. Like home economics/family studies, these courses generally exist as elective or optional components in the education program. Recent additions of similar courses in some provinces are further indication of the present recognition of the value of such courses and the need for an appropriate response (Peterat, 1984).

The technological changes occurring in our society and their impact on our work lives and personal and social relationships, provide specific indication of the increasing need to provide the educational opportunity for young people to understand and direct their daily lives.

Technological advances are producing a complex and changing marketplace. Individuals need to evaluate a complex marketplace in making informed choices about basic personal and family needs in clothing, nutrition, and shelter. Children, both male and female, at increasingly younger ages are responsible for selecting and preparing food for themselves and often for their families. Decisions having both personal and social impact are made from a vast array of food forms, methods of food acquisition, and preparation. A recent national health knowledge survey of nine, twelve, and fifteen year old students in Canada identified nutrition as a problem area (Health and Welfare Canada, 1984).

Likewise, as the technological complexity of textiles has increased, consumer decisions regarding fibre choice, clothing care and maintenance, and the selection of appropriate products have also become more complex. Young people are responsible for decisions made in clothing acquisition and care, often in situations of limited resources.

There are increased options available in securing housing, requiring knowledge of legal, financial and structural factors. Education should provide the opportunity for young people to consider the implications, both individually and socially, of the various choices in securing the material necessities of life.

Technological advances are influencing our personal and social relationships. The advances in genetics, reproduction, and life support systems, raise legal and moral questions with implications for personal and family well-being. Individuals and families are having to make decisions among the possibilities opened by the advancing technologies. Education should provide the opportunity for students to consider these ethical and moral questions which are becoming daily decisions for increasing numbers of people.

Unemployment is disproportionately affecting young people. In an average week in 1983, 40% of the unemployed were aged 15-24 (Minister of State, 1984, p. 21). Young people are more often experiencing within their present families, parents who are unemployed. They are concerned about the uncertainty of their future lives in families and at work. Young people are concerned about the impact on families of various social policies and laws, and of economic arrangements which influence families. Education should provide opportunities for students to develop communication skills, positive self-image, resourcefulness, appreciation of the need for community involvement, and a better understanding of the relationships between family and work.

The structure of families is changing. Families are smaller, more couples choose not to have children, there are more one-parent families, more divorces and more quasi-legal marriages. Students are faced with decisions about their future family as well as with changes in the structure of the present family. Education should provide an opportunity for students to gain an understanding of present family experience and to develop their values and expectations about future families.

The numbers of elderly people are increasing. While numbers of elderly are increasing, few adolescents have close, on-going relationships with senior family members. Social and moral questions concerning the elderly are of increasing importance. Education should provide an opportunity for students to develop an understanding of the elderly, to appreciate their contributions in society and to establish relationships with them.

The numbers of adolescent parents are increasing. At an early age, students are faced with social and moral decisions about sexual relationships, contraception, reproduction and parenting. While the number of adolescent females having babies is decreasing, the percentage of single mothers keeping their babies is approximately 80 to 90% (Herold, 1984). Many young people growing up in small or single-child families today no longer have experience in caring for young children. Education should provide an opportunity for students to understand their emerging adult roles and explore values and decisions as well as future implications for decisions related to parenting. Education should also provide an opportunity for young people to explore the meanings and responsibilities of parenting.

The roles for all family members are changing. More families have both parents working outside the home. In Canada, approximately fifty percent of married women with young children are employed outside the home. This changing role of women in society requires that both men and women adjust to changing roles within the family. Children and adolescents are assuming responsible roles within their own families at an early age and they are concerned about establishing their own future roles and relationship patterns. Education should provide an opportunity for students to evaluate alternate role arrangements and their influence on family well-being.

The numbers of reported cases of abuse, suicide, and delinquency are increasing. From 1961 to 1981, the suicide rate rose more than five and one-half times among young males aged 15-19 and almost five times among young females of the same age group (Minister of State, 1984, p. 137). Family court judges have suggested that a lack of parenting skills among many adults is the underlying cause for a majority of problems of delinquent youth. Such problems indicate a need for better understanding of human development and behaviour, interpersonal relationships, and parenting skills. Education should provide an opportunity for students to become familiar with developmental patterns so that they are better able to understand their own behaviour and needs and the behaviour and needs of family members at all stages of the life cycle.

The Current State of Home Economics/Family Studies Education

Home economics/family studies courses are offered in most provinces at each level of secondary education (Peterat, 1984). However, in most provinces, it is offered as an elective. The number of compulsory courses limits the selection of electives which students may choose. Consequently, home economics/family studies education has not realized its potential in the Canadian educational context. As an elective course in the general educational program of students, it has not been a part of education for *all* students. As a result, it has lacked sufficient resources committed to its development. At this point in time when present circumstances indicate the overwhelming necessity for all students of the kind of education that home economics/family studies offers, it is urgent to find ways to implement this body of knowledge in the education system of Canada.

RECOMMENDATIONS

THE **CANADIAN HOME ECONOMICS ASSOCIATION** SUPPORTS AND ENCOURAGES THE ESTABLISHMENT OF HOME ECONOMICS/FAMILY STUDIES AS AN ESSENTIAL COURSE IN THE BASIC AND GENERAL EDUCATION OF ALL STUDENTS IN CANADIAN SCHOOLS.

BECAUSE: The Canadian Home Economics Association is committed to promoting the well-being of individuals and families and to serving home and community life in Canada.

BECAUSE: Home economics/family studies education makes a unique and important educational contribution within Canada.

BECAUSE: The need for home economics/family studies education is evident both in terms of the general form of education demanded by our present social era, and in terms of specific personal and social problems.

A. IT COMMITS ITSELF TO **ACTION*INTERNAL*** TO THE ASSOCIATION AS FOLLOWS:

1. To encourage **individual members** of the association:
   °To promote the introduction of home economics/family studies in local communities and to local school board members.

   °To assure the continuance and development of home economics/family studies in local communities through supportive and promotional activities.
2. To encourage **affiliated groups** to place a high priority on home economics/family studies education issues.
3. To strengthen home economics/family studies education in Canadian schools through establishing, in both structure and policy within the association, a **high priority on education issues.**
4. To encourage **in-service development** of educational professionals through conference programs and publications.
5. To foster **research and dissemination of information** relevant to home economics/family studies education.
6. To enhance the understanding and image of home economics/family studies education through an **informational and public relations program.**

B. IT COMMITS ITSELF TO **ACTION *EXTERNAL*** TO THE ASSOCIATION AS FOLLOWS:

1. To develop links and assume a leadership role with **other associations** sharing an interest in educational programs with the goal of improving the quality of people's daily lives.
2. To encourage **Departments and Ministries of Education** in the provinces and territories of Canada:

   °To establish home economics/family studies as a part of basic, general education as a requirement for *all* students.

   °To improve opportunities for both pre-service and in-service teacher education in home economics/family studies.

   °To assure quality programs in home economics/family studies through requiring a minimum number of courses in the specialty of teachers prior to their teaching in the area.
3. To encourage research funding agencies, universities, and ministries of education to provide financial resources in support of research for conceptual, curricula, and **action research** in home economics/family studies.

References

Bevier, I. (1924). *Home economics in education.* Philadelphia: J.B. Lippincott.

Brown, M. (1980). *What is home economics education?* Minneapolis: University of Minnesota.

Canadian Home Economics Association. (1984). *RAPPORT.* September.

Eichler, M. (1983). *Families in Canada today.* Toronto: Gage.

Ferguson, M. (1980). *The Aquarian Conspiracy, personal and social transformation in the 1980's.* Los Angeles: J.P. Tarcher.

Goble, N. (1983). Curriculum goals for a new era. *ATA Magazine,* April, 4-6.

Hawkin, Paul (1983). *The next economy.* Toronto: Random House.

Health and Welfare Canada. (1984). *Summary report, Canada health knowledge survey: 9, 12, and 15 year olds.* Ottawa, author.

Herold, E., Kopf, K. & de Carlo, M. (1974). Family life education: Student perspectives. *Canadian Journal of Public Health, 65,* 365-368.

Herold, E. (1984). *Sexual behaviour of Canadian young people.* Markham, Ontario: Fitzhenery & Whiteside.

Ishwaran, I. (1983). *The Canadian Family.* Toronto: Gage.

Larson, L. (Ed.). (1976). *The Canadian family in comparative perspective.* Toronto: Prentice-Hall.

Minister of State (Youth). (1984). *Youth, A new statistical perspective on youth in Canada.* Ottawa: Secretary of State.

Naisbitt, J. (1982). *Megatrends.* New York: Warner.

New Brunswick Home Economics Association. *Family Living Education (1984);* A Brief to the Minister of Education — Province of New Brunswick.

Ontario Family Studies Coordinators Council in Collaboration with the Ontario Family Studies-Home Economics Educators Association. *Issues and Directions for Family Studies Education in Ontario,* 1982.

Peterat, L. (1984). *Home economics, A survey of provincial curricula at secondary level.* Fredericton, N.B.: University of New Brunswick.

Planned Parenthood Federation of Canada. (1984). *Tellus,* Autumn.

Ramu, G. (1979). (Ed.) *Courtship, marriage and the family in Canada.* Toronto: MacMillan.

Schlesinger, B. (1979). *Families: Canada.* Toronto: McGraw-Hill.

Schlesinger, B. (Ed.). (1979). *One In Ten: The Single Parent in Canada.* Toronto: Guidance Center, Faculty of Education, University of Toronto.

Schlesinger, B. (1978). *The One-Parent Family: Perspectives and Annotated Bibliography.* Toronto: University of Toronto Press.

Sheek, G. (1984). *A nation for families: Family life education in public schools.* Washington: American Home Economics Association.

Wakil, P. (Ed.). (1975). *Marriage, Family and Society: Canadian perspectives.* Toronto: Butterworth.

Wargon, S. (1979). *Canadian households and families: Recent demographic trends.* Ottawa: Statistics Canada.

Acknowledgements

Appreciation is expressed to the CHEA Education Committee, 1983-84, 1984-85, who researched and defined the policy direction of this position paper, Chair, Sandy Head, and home economics/family studies educators across Canada who contributed their time, expertise, and opinions to development of this position paper.

CHEA acknowledges the efforts of various provincial organizations affiliated with CHEA in influencing educational policy and credits them with significant contributions to the development of this national position. In particular CHEA recognizes the effort of the N.B.H.E.A. Family Life Education Committee; Family Living Education: A Brief to the Minister of Education, Province of New Brunswick, May 1984.

"L'Enseignement de l'économie familiale et des études de la famille dans les écoles canadiennes"

Déclaration de principes et Exposé de position de L'ASSOCIATION CANADIENNE D'ÉCONOMIE FAMILIALE

Janvier 1985

DÉCLARATION DE PRINCIPES

—approuvée en principe en juillet 1984—

L'Association canadienne d'économie familiale cherche à développer le bien-être des personnes et des familles par la mise en place d'un réseau qui intègre les autorités scolaires et sociales et les groupes voués à la famille.

A. Les programmes d'économie familiale et d'études de la famille :

* concernent la famille dans un monde en évolution;
et
* traitent des connaissances sur les activités familiales et des stratégies décisionnelles intéressant tous les élèves.

B. Les professeurs d'économie familiale et d'études de la famille :

* sont spécialement qualifiés pour traiter des questions familiales en raison de leur formation et de leur expérience;
* sont professionnellement tenus de poursuivre leur formation en cours d'emploi en se tenant au courant des publications, en adhérant à des organismes professionnels, en s'inscrivant à des cours et en participant à des ateliers et à des conférences. Ils doivent adapter l'approche pédagogique et suivre l'évolution des besoins des familles et des collectivités.

C. L'Association canadienne d'économie familiale :

* favorise une conception commune de l'économie familiale et des études de la famille;
* encourage la formation en cours d'emploi grâce à des programmes de conférences et des publications qui permettent aux éducateurs de se familiariser avec l'enseignement de ces matières au Canada et de mettre leurs connaissances à jour;
* propose aux autorités scolaires une conception commune de la pédagogie de l'économie familiale et des études de la famille;
* cherche et diffuse les recherches qui touchent l'enseignement de l'économie familiale et des études de la famille, et préconise éventuellement d'autres études; et
* soutient les initiatives des associations affiliées.

Alors que les programmes des écoles publiques sont en pleine restructuration partout au Canada, nous posons ici un certain nombre de principes, fruits de la réflexion approfondie des professeurs regroupés au sein de l'association nationale. Ces principes visent la nature des programmes scolaires d'économie familiale et d'études de la famille à l'intention de tous les élèves.

Le présent document constitue une déclaration de principes de l'ASSOCIATION CANADIENNE D'ÉCONOMIE FAMILIALE sur l'enseignement de l'économie familiale et des études de la famille, et doit être considéré comme tel par tous. L'exposé de position qui va de pair exprime le point de vue de l'association nationale.

EXPOSÉ DE POSITION

Introduction

On parle actuellement beaucoup au Canada de l'enseignement de demain : ses grandes orientations et ses priorités en matière de programmes. Alors que notre société s'adapte à l'ère post-industrielle, marquée par la technologie de pointe, on s'inquiète des ressources financières limitées et du taux élevé de chômage. La transformation et l'instabilité qui caractérisent notre travail et nos relations interpersonnelles sont le contrecoup de cette métamorphose. Dans un monde en pleine mutation, les autorités scolaires et les enseignants cherchent à cerner les connaissances essentielles pour le futur bien-être de la population.

L'ASSOCIATION CANADIENNE D'ÉCONOMIE FAMILIALE (ACEF) est un organisme professionnel national qui représente les diplômés en études de la famille et des consommateurs, alimentation et nutrition, économie familiale, écologie humaine, textiles et habillement. Elle compte deux mille membres individuels et un réseau d'associations affiliées qui partagent un objectif commun : améliorer la qualité de vie des personnes et des familles. Depuis sa fondation en 1939, elle contribue activement à l'enseignement de l'économie familiale et des études de la famille. Afin d'infléchir la politique de l'enseignement, en 1983, les membres de l'ACEF ont souscrit à un "Appel à l'action" et à la préparation d'une politique nationale liée à l'enseignement spécifique dispensé dans les écoles canadiennes. L'Association a approuvé, au congrès annuel de juillet 1984, une déclaration de principes où elle réaffirme son appui au développement de l'économie familiale et des études de la famille dans les écoles secondaires et sa contribution. Ce document expose en détail les inquiétudes de l'Association à l'égard de cet enseignement et recommande des mesures pour l'Association et ses membres. Il lance aussi un appel à d'autres organismes décideurs nationaux pour qu'ils aident l'Association à jouer son rôle de soutien.

L'économie familiale et les études de la famille : un enseignement important

Au Canada, l'enseignement de l'économie familiale et des études de la famille dans les écoles remonte à 1868 (Bevier, 1924). Il y a près d'un siècle, les établissements scolaires ont largement reconnu ces deux disciplines comme une forme d'éducation convenant particulièrement aux jeunes filles, afin de les préparer à leur futur rôle de maîtresses de maison. Cette conception, qui leur a valu de figurer dans les programmes d'enseignement professionnel, reposait sur des théories pédagogiques avant-gardistes. Aujourd'hui, elles sont enseignées aussi bien aux filles qu'aux garçons, puisque l'accent est mis sur la prise de décisions personnelles, les aptitudes à la gestion ainsi que sur l'épanouissement personnel et familial.

Dans notre société, ces disciplines jouent un rôle à part dans la formation des jeunes. Elles initient les élèves à la nature et aux défis de la vie de tous les jours, en fonction des autres, des systèmes sociaux et des ressources matérielles. C'est une science *appliquée* axée sur le quotidien, du type "que faire pour..." obtenir un logement, acheter les vêtements qui conviennent, s'occuper des enfants, etc. Uniques en leur genre, elles abordent des domaines aussi importants que les relations humaines et l'épanouissement des personnes, la gestion des ressources, la consommation, les aliments et la nutrition, l'habillement et les textiles, le logement et l'esthétique.

Visant l'acquisition d'une expérience pour le quotidien, l'économie familiale offre aux élèves une autre forme de connaissance, immédiate et souvent concrète ; de fait, elle incite le jeune à trouver des solutions et à apprendre. Comme l'accent est mis sur la prise de conscience de soi, les élèves se forgent des outils de base qui leur donnent une méthode d'apprentissage. Cette matière, qui exige interprétation, communication et efficacité, a pour objectif le développement personnel, interpersonnel et social.

L'enseignement de l'économie familiale et des études de la famille a une approche globalisante, et fait une synthèse des sciences humaines et des sciences naturelles en vue d'aider les personnes à résoudre leurs problèmes de tous les jours. L'individu y est perçu dans le contexte de la famille (comme réseau social le plus proche) et de la société multiculturelle en général. Cette matière comprend deux grands volets : les relations humaines, et les besoins matériels (habillement, alimentation et abri). Son enseignement recouvre, pourrait-on dire, trois champs d'action :

> 1) la production ou l'acquisition rationnelle et motivée des objets matériels nécessaires à la famille pour la qualité de la vie, 2) la communication au sein de la famille et avec des groupes sociaux extérieurs, et cela dans un double but : la compréhension du concept de qualité de la vie et le consensus sur une définition, autrement dit, la fixation des valeurs et des objectifs, et 3) la suppression de l'aliénation, en permettant aux individus, à la famille et à la société de se libérer des croyances dogmatiques et des forces sociales dominatrices ou tyraniques.
>
> (Brown, 1980, p. 101)

Plus simplement, l'économie familiale a une mission éducative, donc de prévention. Elle veut que les personnes puissent compter davantage sur elles-mêmes et qu'elles aient une qualité de vie satisfaisante. Pour la réalisation du premier point, elle fait voir les problèmes sous des angles différents, ce qui incite à découvrir d'autres ressources et à inventer des solutions pour les difficultés de tous les jours : c'est essentiel pour développer la confiance en soi. L'économie familiale permet souvent aux jeunes de se familiariser avec les problèmes quotidiens avant de s'y confronter pour de vrai, et contribue à en faire des adultes responsables dans la société. Non seulement l'acquis sert pour la vie personnelle et familiale, mais aussi pour trouver et conserver un emploi dans le milieu des affaires, l'industrie et les autres secteurs.

Dans notre ère post-industrielle de haute technologie, l'économie familiale et les études de la famille jouent un rôle clé unique dans l'enseignement. L'emphase récente sur les sciences et la technologie exige un développement correspondant des compétences personnelles et sociales. Selon John Naisbitt, l'enseignement doit s'adapter en inscrivant la technologie de pointe et les tout derniers développements dans les programmes. "Comme maintenant les premières bases commencent à être dispensées par les ordinateurs, il incombera de plus en plus aux établissements scolaires d'enseigner les valeurs et la motivation, voire la religion" (Naisbitt, 1982, p. 47).

Marilyn Ferguson décrit cette réalité dans des termes approchants. "Le nouveau paradigme reflète les découvertes de la science moderne et celles de la transformation de la personne" (Ferguson, 1980, p. 288).

Paul Hawken stipule la forme d'intelligence —générale et flexible — que l'enseignement devrait promouvoir. "L'économie de l'information exige plus d'intelligence de tout le monde — cadres, travailleurs, consommateurs, gouvernement" (Hawken, 1983).

Dans les écoles, il faut mettre toutes les connaissances sur un pied d'égalité : sociales, personnelles, abstraites ou techniques. On formerait ainsi des intelligences remarquables par leur curiosité, leur ouverture d'esprit, leur créativité, puisqu'elles seraient également stimulées par les sciences naturelles et les sciences humaines. Éclairant notre condition d'êtres sociaux et nos liens avec le monde matériel et social, l'économie familiale et les études de la famille aident les gens à vivre judicieusement dans le quotidien, et apportent de ce fait une contribution inestimable à l'enseignement des sciences humaines.

L'économie familiale et les études de la famille : un enseignement nécessaire

Comme en témoignent les cours parallèles intitulés vie familiale, santé, affirmation de soi ou études du consommateur, l'expérience quotidienne personnelle et sociale suscite toujours de l'intérêt et continue à bénéficier d'aide. À l'instar de l'économie familiale, ce sont des composantes facultatives, optionnelles, du programme d'enseignement. Le fait que certaines provinces aient instauré il y a peu des cours similaires prouve bien la valeur qui leur est conférée aujourd'hui et la nécessité d'agir (Peterat, 1984).

Compte tenu de l'évolution technologique de notre univers et de ses répercussions sur notre vie professionnelle, nos relations personnelles et sociales, il devient de plus en plus utile de permettre aux jeunes de comprendre la vie quotidienne et de s'y orienter pendant leur scolarité.

Les progrès technologiques révolutionnent un marché devenu complexe. Pour faire des choix éclairés sur les besoins personnels et familiaux de base en habillement, nutrition ou logement, il faut connaître un marché devenu fort complexe. De plus en plus jeunes, les enfants — filles et garçons — doivent composer les repas et les préparer, pour eux et souvent pour leur famille. Il y a des décisions à prendre à propos des divers conditionnements des aliments et des nombreux modes d'acquisition et de préparation, avec des incidences personnelles et sociales. D'après une étude nationale récente sur les connaissances en santé des jeunes Canadiens de 9, 12, et 15 ans, la nutrition est un secteur critique (Santé nationale et Bien-être social Canada, 1984).

De même, au fur et à mesure que la technologie des textiles se complique, il devient plus difficile pour le consommateur de décider des fibres, du soin et de l'entretien des vêtements ou des produits appropriés. Il incombe aux jeunes, qui ont souvent des ressources limitées, de choisir leurs vêtements et la façon de les entretenir.

De nos jours, les possibilités de logement sont plus nombreuses et exigent des connaissances juridiques, financières et administratives. Pendant leur scolarité, les élèves devraient pouvoir s'initier aux retombées individuelles et sociales des diverses options afférant à l'obtention des besoins matériels de la vie.

Les progrès technologiques influent sur nos relations personnelles et sociales. Les progrès de la génétique, de la reproduction et des systèmes de maintien de la vie posent des questions juridiques et morales qui se répercutent sur le bien-être des personnes et des familles. Sur ces deux plans, il faut faire des choix dans les multiples possibilités qu'ouvrent les technologies modernes. Pendant leur scolarité, les élèves devraient pouvoir aborder les questions d'éthique auxquelles les adultes sont de plus en plus confrontés dans le quotidien.

Le chômage touche outrancièrement les jeunes. En 1983, dans une semaine moyenne, 40 p. 100 des chômeurs avaient de 15 à 24 ans (ministre d'État à la jeunesse, 1984, p. 21). Dans les familles, il est devenu aujourd'hui plus fréquent que les parents soient au chômage. Les jeunes s'inquiètent de l'avenir qui les attend, qu'il s'agisse de leur vie familiale ou professionnelle. Ils craignent l'effet, sur les familles, des politiques et des lois sociales et se méfient des prolongements de certaines dispositions économiques. Pendant leur scolarité, les élèves devraient pouvoir acquérir de nouvelles aptitudes : apprendre à communiquer, s'affirmer, prendre des initiatives, reconnaître la nécessité d'agir dans la collectivité et comprendre les liens entre la famille et le travail.

La structure familiale change. Les familles sont moins nombreuses, plus de couples choisissent de ne pas avoir d'enfant. Il y a plus de familles monoparentales, de divorces et de mariages quasi légaux. Tout en s'interrogeant sur la famille qu'ils pourraient fonder, les jeunes voient la cellule familiale se transformer. Pendant leur scolarité, les élèves devraient pourvoir cerner la réalité moderne, se forger des valeurs et savoir à quoi s'attendre concernant la famille de demain.

Les personnes âgées deviennent plus nombreuses. Il y a de plus en plus de personnes âgées, mais rares sont les adolescents qui ont des liens étroits et suivis avec les aînés de la famille. Or, les questions sociales et éthiques concernant les vieillards ont une importance croissante. Pendant leur scolarité, les élèves devraient être sensibilisés aux personnes âgées, apprendre à reconnaître leur contribution dans la société et à nouer des liens avec elles.

Les mères adolescentes sont plus nombreuses. Très tôt, les élèves se trouvent aux prises avec des décisions d'ordre social et moral : relations sexuelles, contraception, reproduction, responsabilités parentales. Si de moins en moins d'adolescentes ont des enfants, le pourcentage des mères célibataires qui gardent leur enfant se situe aux alentours de 80 à 90 p. 100 (Herold, 1984). Beaucoup de jeunes sont enfants uniques ou viennent d'une petite famille, et n'ont jamais eu à s'occuper de petits. Pendant leur scolarité, les élèves devraient s'initier à leur futur rôle d'adultes, étudier les valeurs et les décisions qui caractérisent le monde des parents et réfléchir aux conséquences que ces décisions entraînent. Ils devraient aussi avoir l'occasion de réfléchir sur ce que signifie la paternité ou la maternité, et sur les responsabilités qui y sont liées.

Dans la famille, les rôles traditionnels changent. De plus en plus de parents travaillent tous les deux à l'extérieur. Au Canada, environ 50 p. 100 des femmes mariées qui ont de jeunes enfants travaillent. Compte tenu du nouveau rôle des femmes dans la société, il faut redistribuer les rôles dans le couple. Les enfants et les adolescents ont très tôt des responsabilités au sein de la famille; ils s'inquiètent du rôle qu'ils joueront et des types de relations dans lesquelles ils s'engageront. Pendant leur scolarité, les élèves devraient avoir l'occasion d'examiner la redistribution des rôles et leur influence sur le bien-être de la famille.

Les cas officiels de mauvais traitement, suicide et délinquance sont à la hausse. De 1961 à 1981, le taux de suicide a été multiplié par plus de 5,5 chez les garçons de 15 à 19 ans, et par presque 5 chez les filles du même groupe d'âge (ministre d'État, 1984, p. 141). Selon les juges des tribunaux de la famille, l'inconscience parentale de nombreux adultes est à l'origine de la majorité des problèmes des jeunes délinquants. D'où l'importance d'insister sur le développement et le comportement humains, les relations interpersonnelles et l'art d'être parent. Pendant leur scolarité, les élèves devraient pouvoir s'initier aux schémas du développement afin de mieux comprendre leur comportement, leurs besoins et ceux des membres de la famille à tous les stades de la vie.

L'économie familiale et les études de la famille : situation actuelle dans l'enseignement

Ces disciplines sont dispensées dans la plupart des provinces à tous les niveaux de l'enseignement secondaire (Peterat, 1984), mais le plus souvent à titre facultatif. Le nombre des cours obligatoires limite le choix des options, aussi l'économie familiale et les études de la famille ne sont-elles pas aussi développées qu'elles le devraient au Canada. Comme option dans le programme d'enseignement général, ces matières ne font pas partie de la formation de *tous* les élèves, aussi n'ont-elles pas les ressources suffisantes pour les promouvoir. Aujourd'hui où l'on voit l'impérieuse nécessité de donner à tous les jeunes ce genre d'enseignement, il est urgent de trouver des moyens d'intégrer l'économie familiale et les études de la famille au système scolaire canadien.

RECOMMANDATIONS

L'**ASSOCIATION CANADIENNE D'ÉCONOMIE FAMILIALE** PRÉCONISE VIGOUREUSEMENT QUE LES ÉCOLES CANADIENNES METTENT SUR PIED UN PROGRAMME D'ÉCONOMIE FAMILIALE ET D'ÉTUDES DE LA FAMILLE QUI FASSE PARTIE DE L'ENSEIGNEMENT GÉNÉRAL DE BASE POUR TOUS LES ÉLÈVES.

PARCE QUE : l'Association canadienne d'économie familiale a pour objet de promouvoir le bien-être des personnes et des familles et de rendre service aux foyers et aux collectivités au Canada.

PARCE QUE : l'enseignement de l'économie familiale et des études de la famille apporte une contribution pédagogique exceptionnelle au Canada.

PARCE QUE : la nécessité d'un enseignement en économie familiale et études de la famille s'impose en raison du type d'enseignement qu'exige notre époque et de problèmes personnels et sociaux particuliers.

A. ELLE S'ENGAGE À ADOPTER LES **MESURES *INTERNES*** SUIVANTES :

1. Encourager les **membres individuels** de l'Association à :

   °Favoriser l'introduction de l'économie familiale et des études de la famille dans les collectivités locales et auprès des membres du conseil scolaire local.

   °Assurer la permanence et le développement de l'économie familiale et des études de la famille dans les collectivités locales par le biais d'activités d'aide et de promotion.
2. Encourager les **groupes affiliés** à donner une haute priorité aux questions relatives à l'enseignement de l'économie familiale et des études de la famille.
3. Renforcer l'enseignement de l'économie familiale et des études de la famille dans les écoles canadiennes, en accordant, par son organisation et sa politique, **une haute priorité aux questions scolaires** dans l'Association.
4. Favoriser le **perfectionnement en cours d'emploi** des professionnels engagés dans l'enseignement, par des programmes de conférences et des publications.
5. Stimuler **la recherche et la diffusion de l'information** ayant trait à l'enseignement de l'économie familiale et des études de la famille.
6. Mieux faire connaître l'enseignement en économie familiale et études de la famille et renforcer son profil grâce à un **programme d'information et de relations publiques.**

B. ELLE S'ENGAGE À ADOPTER LES **MESURES *EXTERNES*** SUIVANTES :

1. Développer des liens et jouer un rôle moteur pour d'**autres associations** qui partagent le même intérêt pour les programmes pédagogiques qui visent à améliorer la qualité de la vie de tous les jours.
2. Encourager les **ministères de l'éducation** des provinces et des territoires du Canada à :

   °Faire de l'économie familiale et des études de la famille une matière de l'enseignement général de base obligatoire pour *tous* les élèves.

   °Améliorer les possibilités de formation avant et en cours d'emploi des professeurs d'économie familiale et d'études de la famille.

   °Dispenser des programmes de qualité en économie familiale et études de la famille en exigeant comme préalable à l'enseignement de ces matières un nombre minimal de cours dans ces spécialités.
3. Encourager les organismes de subventionnement de la recherche, les universités et les ministères de l'éducation à fournir des ressources financières en faveur de la recherche, que celle-ci aille à la recherche pure, aux programmes ou à la **recherche appliquée** en économie familiale et études de la famille.

Références

Association canadienne d'économie familiale. (1984). *RAPPORT*. Septembre.

Bevier, I. (1924). *Home economics in education.* Philadelphia : J.B. Lippincott.

Brown, M. (1980). *What is home economics education?* Minneapolis : Université du Minnesota.

Eichler, M. (1983). *Families in Canada today.* Toronto : Gage.

Fédération pour le planning des naissances du Canada. (1984). *Tellus*, Automne.

Ferguson, M. (1980). *The Aquarian Conspiracy, personal and social transformation in the 1980's.* Los Angeles : J.P. Tarcher.

Goble, N. (1983). Curriculum goals for a new era. *ATA Magazine*, avril, 4-6.

Hawkin, Paul (1983). *The next economy.* Toronto : Random House.

Herold, E., Kopf, K. & de Carlo, M. (1974). Family life education : Student perspectives. *Revue canadienne d'hygiène publique*, 65, 365-368.

Herold, E. (1984). *Sexual behaviour of Canadian young people.* Markham, Ontario : Fitzhenery & Whiteside.

Ishwaran, I. (éd.). (1983). *The Canadian Family.* Toronto : Gage.

Larson, L. (éd.). (1976). *The Canadian family in comparative perspective.* Toronto : Prentice-Hall.

Ministre d'État à jeunesse. (1984). *Un nouveau profil statistique des jeunes au Canada.* Ottawa : Secrétariat d'État.

Naisbitt, J. (1982). *Megatrends.* New York : Warner.

New Brunswick Home Economics Association. *Family Living Education (1984); A Brief to the Minister of Education — Province of New Brunswick.*

Ontario Family Studies Coordinators Council en collaboration avec l'Ontario Family Studies - Home Economics Educators Association. *Issues and Directions for Family Studies Education in Ontario*, 1982.

Peterat, L. (1984). *Home economics, A survey of provincial curricula at secondary level.* Fredericton (N.-B.) : Université du Nouveau-Brunswick.

Ramu, G. (1979). (éd.) *Courtship, marriage and the family in Canada.* Toronto : MacMillan.

Santé nationale et Bien-être social Canada. (1984). *Étude sur les connaissances en santé au Canada : élèves âgés de 9, 12 et 15 ans, un sommaire.* Ottawa.

Schlesinger, B. (1979). *Families: Canada.* Toronto : McGraw-Hill.

Schlesinger, B. (éd.). (1979). *One In Ten : The Single Parent in Canada.* Toronto : Guidance Center, Faculté d'Education, Université de Toronto.

Schlesinger, B. (1978). *The One-Parent Family : Perspectives and annotated bibliography.* Toronto : University of Toronto Press.

Sheek, G. (1984). *A nation for families : Family life education in public schools.* Washington : American Home Economics Association.

Wakil, P. (éd.). (1975). *Marriage, Family and Society : Canadian perspectives.* Toronto : Butterworth.

Wargon, S. (1979). *Familles et ménages au Canada : tendances démographiques récentes.* Ottawa : Statistique Canada.

Remerciements

Nous remercions le Comité ACEF 1983-1984 et 1984-1985 de l'enseignement qui, après des recherches, a défini l'orientation de cet exposé de position. Nous remercions également sa présidente, Sandy Head, et les professeurs d'économie familiale et d'études de la famille qui, d'un océan à l'autre, ont donné leur temps, leur compétence et leurs idées pour la préparation de ce document.

L'ACEF tient à signaler les efforts de divers organismes provinciaux affiliés en vue d'infléchir la politique de l'enseignement, et souligne le rôle qu'ils ont joué dans l'élaboration de cette position nationale. L'ACEF rend hommage en particulier au Comité de l'enseignement en vie de la famille de la N.B.H.E.A. pour son document : *Family Living Education: A Brief to the Minister of Education, Province of New Brunswick*, paru en mai 1984.

Professional Services Directory

Lorraine Labelle

Conseillère en consommation
Traduction
Relations publiques

Home Economics Consultant
Translation
Public Relations

125 ave Stirling, LaSalle, Qc H8R 3P3
(514) 363-9696

THE UNIVERSITY OF MANITOBA

Judy L. Teerhuis
Supervisor

Textile Testing Service
Faculty of Human Ecology
H501 Duff Roblin Building
190 Dysart Road
Winnipeg, Manitoba
Canada R3T 2N2

(204) 474-8509

helen phebe hatton
speakeasy international

22a phoebe street
toronto m5t 2z3

416-593-5717

home economist
media specialist

Have your card printed in the *Canadian Home Economics Journal*. Closing dates are the 1st day of the month proceeding the publication date (March 1, May 1, September 1, and December 1).

$40.00 for a one-time listing; $120.00 for a one-year listing (4 issues) (35% discount available to members of CHEA)

Charges for a double-space listing are available on request.

This listing is limited to consulting and professional services. To reserve space send two copies of your business card to:

CHE Journal Business Manager
805-151 Slater Street
Ottawa, ON K1P 5H3
TEL: (613) 238-8817/238-8819

CHEA COMMITTEES 1984-85

Awards
Margaret Wallace

Conference 1985
Patricia Stearman
Jane Thompson

Consumer Economics and Management
Nancy Copeland

Education
Sandy Head

Extension
Marion A. MacEachern

Family and Human Development
no appointment

50th Anniversary (1989) Publication
Anne Kernaleguen

Foods and Nutrition
Jane Carlyle

Government Liaison Council
E. Margaret Pope

HEIB Section
Linda J. Robertson
Annie Woo

Housing
Mary Ann McLaughlin

International Development
Marie Slusar
Joanne Patterson

Membership
Lois Arnold

Metric
Wendy Sanford

Nominating
Linda Reasbeck

Professional Development
Susan G. Turnbull

Public Relations
Diane Charette

Publications
Patricia Inglis

Resolutions
Elizabeth Burwell

Textiles and Clothing
Patricia Jensen

ACHES (ex officio)
Sonya Kupka

CUTHE (ex officio)
Betty Crown

Supervisors of Education (ex officio)
Susan Stephenson

Index of Advertisers

Canadian Soft Drink Association 100
CHE Journal/ Revue CEF 102, 124
CHEA/ACEF 115, 124
CHEA Conference '85 114
Husqvarna .... OBC
Janome Sewing Machine Co., (Canada) Ltd. .... IBC
Pfaff Canada 62
Professional Services Directory 124
Singer Company of Canada .... IFC
University Microfilms International 93

Letter to the Editor

If you have a short statement you would like to make, an opinion you want known, or added information to supplement points raised or statements made in past articles, you are encouraged to write a **"letter to the editor."** *Such letters let us know of your interests and help to promote discussion among members.*

Lettre à la Rédaction

Si vous voulez faire un bref exposé, exprimer votre opinion, ou amener des renseignements supplémentaires sur des points traités dans des articles déjà parus, nous vous invitons à **écrire à la rédaction.** *Vous lettres nous permettent de savoir quels sont vos intérêts, et elles aident à stimuler la discussion parmi les membres.*

CHEA REPRESENTATIVES TO OTHER ORGANIZATIONS

Canadian Hunger Foundation and **World Food Day Association**
Linder Grunder

Canadian Science Committee on Food and Nutrition
Patricia Johnson
Cathy Enright

National Action Committee on the Status of Women
Carol Culhane

International Federation for Home Economics
Kari Balzersen
Quraeshi

National Council of Women
Elizabeth Feniak

Association for the Advancement of Science in Canada
Shirley M. Weber

Members of the Board and Committees may be contacted by writing to them c/o CHEA National Office, 805-151 Slater St., Ottawa, ON, K1P 5H3. Tel: (613) 238-8817/238-8819.

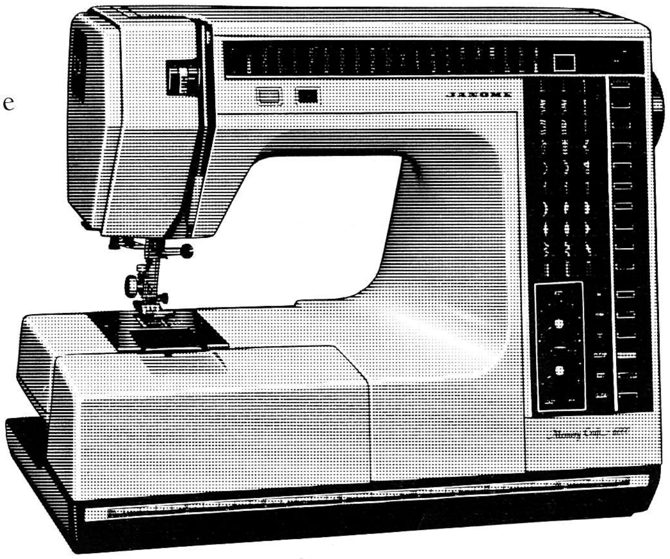
JANOME

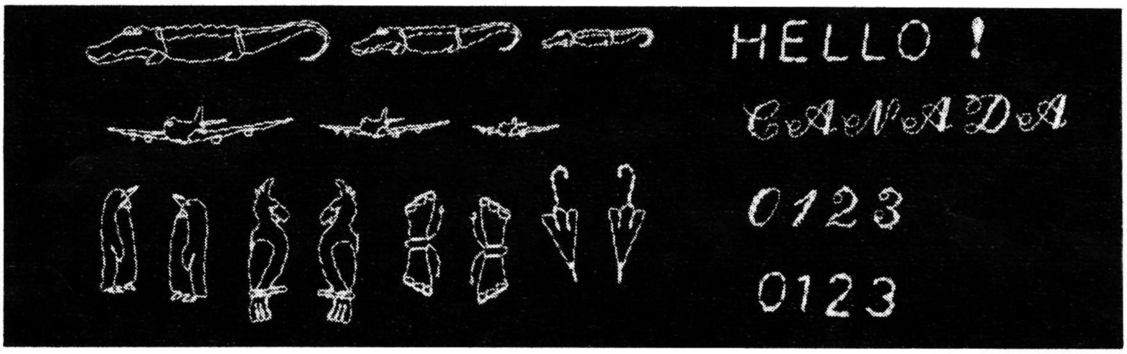
Discover *Memory Craft 6000*

THE HOME SEWING COMPUTER

Another reason JANOME has become the fastest growing sewing machine supplier in Canada.

* 19K byte Read Only Memory
* 139 pattern selection
* Alphabet & numbers in block or script
* 31 patterns can be programmed at one time
* 3 kinds of programmable buttonhole
* 8 one point patterns
* Pattern elongation up to 5 times
* Automatic needle up position
* One touch needle up or down control
* Drop–in bobbin full rotary hook
and much much more.





ONE POINT PATTERNS AUTOMATIC MONOGRAMMING

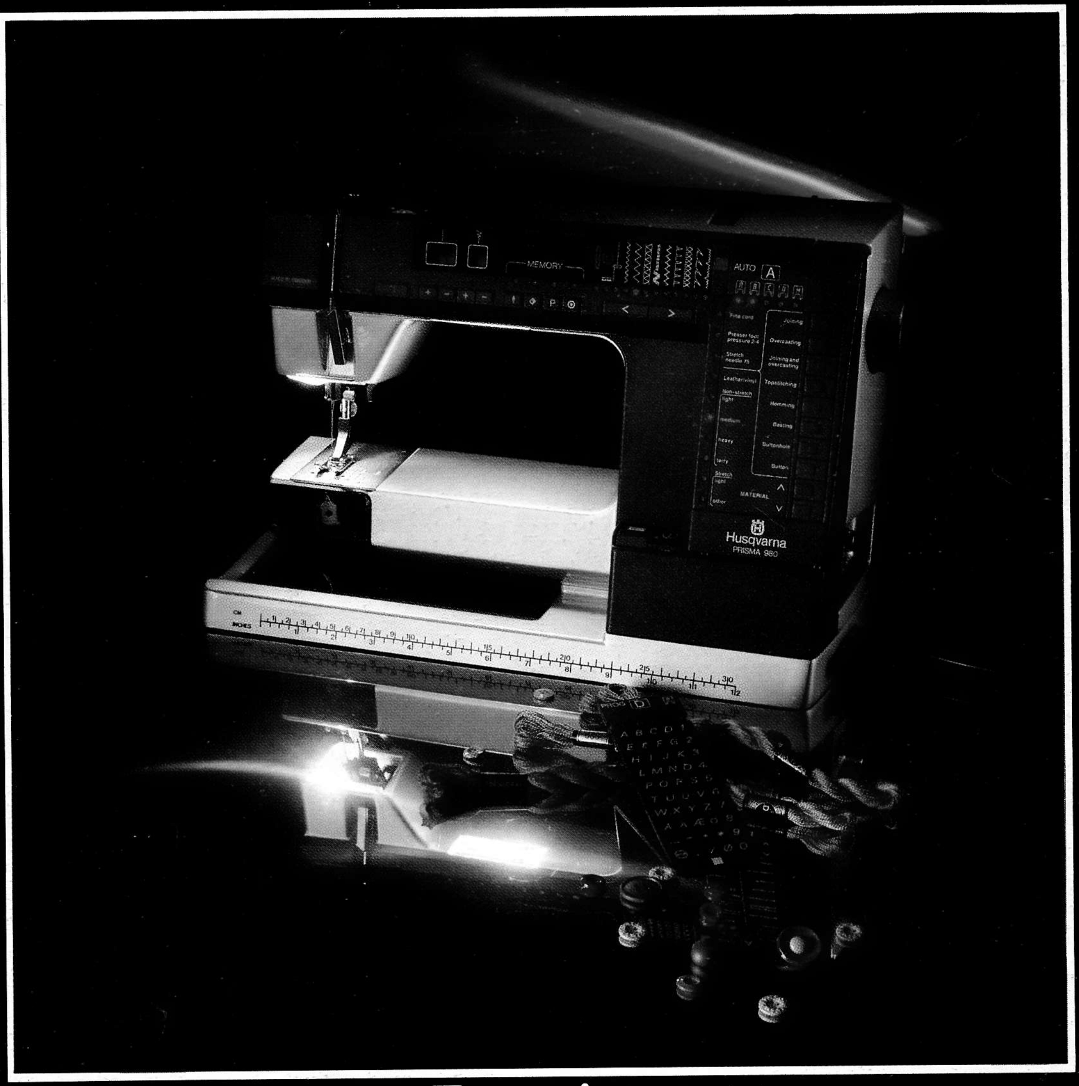
For further information about the Memory Craft 6000 or any of the many JANOME sewing machines available for school use, please telephone or write to the addresses listed below.

JANOME
SEWING MACHINE CO.,(CANADA) LTD.

HEAD OFFICE: 6620 Kitimat Road, Unit 3, Mississauga, Ontario L5N 2B8 Tel (416) 821-0266
MONTREAL: 8100-1 Trans Canada South Service Road, St. Laurent, Quebec H4S 1M5 Tel (514) 337-5568
VANCOUVER: 11171 Horseshoe Way, Unit 2, Richmond, B.C. V7A 4S5 Tel (604) 271-2200
WINNIPEG: 387 Graham Ave., Winnipeg, Manitoba R3C 1L2 Tel (204) 942-0035
SASKATOON: 236 - 3rd. Ave., Saskatoon, Saskatchewan S7K 1L9 Tel (306) 242-6838

Husqvarna

When you're ready for the best



Featuring

PRISMA 980

- ☐ Husqvarna's exclusive computerized sewing guide.
- ☐ Pushbutton programming with Husqvarna's exclusive inter-changeable cassettes.
- ☐ Computerized automatic tension adjustment.
- ☐ Over 100 utility and decorative stitches.
- ☐ Capabilities to write up to 52 letters, numerals, and punctuation marks in sequence
- ☐ Permanent lubrication — never needs oiling.
- ☐ Jam-proof floating shuttle.
- ☐ Two lights for maximum visibility.
- ☐ Plus a lot more features — everything you need for easy, enjoyable sewing.
- ☐ An extensive memory that allows sewers to create complex stitch patterns.
- ☐ Programmable button holes.
- ☐ Automatic pushbutton basting.
- ☐ Double needle protection button to prevent breaking needles.
- ☐ Selectronic™ needle stop right.

Send for full details on the quality line of Swedish made Husqvarna Sewing Machines.

Husqvarna

Husqvarna Canada
866 Langs Drive Cambridge, Ontario N3H 2N7